

2020 Annual Report

Dubbo College Delroy Campus



DUBBO COLLEGE

DELROY CAMPUS

Bright futures

8543

Introduction

The Annual Report for 2020 is provided to the community of Dubbo College Delroy Campus as an account of the school's operations and achievements throughout the year.

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

School contact details

Dubbo College Delroy Campus

East St

Dubbo West, 2830

www.delroy-h.schools.nsw.edu.au

delroy-h.school@det.nsw.edu.au

6882 7955

School vision

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

School context

Dubbo College is a three campus collegiate enrolling approximately 1800 students and we are the largest provider of secondary education in Dubbo, with 521 students enrolled at Delroy Campus. With a focus on excellent student outcomes in an environment of inclusion, tolerance and pursuit of excellence, the campuses of Dubbo College have established a reputation for providing quality opportunities for all. Dubbo College Delroy Campus focuses on academic, sporting and cultural outcomes for students whilst valuing citizenship and contribution to the community. The College consists of three campuses: the Senior campus catering for students in years 11 and 12, and two junior campuses, Delroy campus and South campus catering for students in year 7 to 10. There are Support units for students with special needs at each site with 70 support class students enrolled at Dubbo College Delroy Campus.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning - Students are successful learners, leaders, productive citizens and positive contributors to society.

Purpose

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 wellbeing of all students.

Improvement Measures

- * All KLA programs include three Critical Reads per term as a strategy to improve student reading
- * The provision of AVID tutorials three times a term to enable staff to utilise AVID strategies to meet literacy and numeracy targets
- * Increased proportion of students, both Aboriginal and non-Aboriginal, in the top two NAPLAN and NESA bands
- * Improved levels of student wellbeing and engagement
- * Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school
- * All students with a ROSA, Year 10 certificate, traineeship or full time work
- * Inclusion of Wiradjuri LOTE into Year 8 curriculum to enhance knowledge of culture and language

Progress towards achieving improvement measures

Process 1: Deliver student centred experiences which enable students to set, evaluate and achieve their learning goals through the Thinking Learning Scope Pedagogy and AVID Teaching Strategies.

Evaluation	Funds Expended (Resources)
This ensures a clear message is reached across the school community twice a week.	Includes AVID strategies, SRC, D.I.R.T, Student Voice, Restorative Practice, Wellbeing and PBL among

Process 2: Ensure timely, targeted intervention is data driven to allow students access to tailored support via continuity of learning at transition points, extensions or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
All information for year 6 2020 processed and plans prepared. Meetings held for exchange of information. All information for year 10 transition sorted and passed on for year 11. The LAST have developed ILSPS for students that require them and are communicated to all staff. All year 10 students completed in the successful transition program to the senior campus. Delroy facilitated a comprehensive Year 6 into 7 transition program.	All year 6 students received a Welcome to Delroy Information pack Careers Advisor and LAST involved in assisting with the senior school transitions.

Process 3: Implement an integrated approach to staff and student wellbeing in which students can connect, succeed and thrive.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Participation in NAIDOC activities recorded. A variety of activities developed and implemented.</p> <p>A variety of activities held throughout the term with staff and students. Staff and students voted for a continuation of these events into 2021.</p>	<p>School resources utilised for activities for NAIDOC day.</p> <p>Students organised activities for staff versus student fun days. These were advertised in the student voice lessons on Fridays and promoted through the daily notices.</p>

Strategic Direction 2

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

Purpose

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.

Improvement Measures

- * Improved scores for collaboration and learning culture to above average for similar schools
- * Increased use of evidence informed pedagogy by all teachers
- * Increased numbers of teachers accredited at Highly Accomplished and Lead Teacher
- * All staff engaged in a quality Performance and Development process which is aligned to the School Plan
- * Increased numbers of teachers using AVID teaching strategies.

Progress towards achieving improvement measures

Process 1: The Premier's Targets Teams ensure the Whole School Literacy, Numeracy and 'closing the gap' strategies are implemented into all T&L programs.

Evaluation	Funds Expended (Resources)
Teachers explicitly taught how to deliver and use Cornell Notes. Students successfully taught how to use Cornell Notes during AVID Instruction Lesson. In most Key Learning Areas Cornell Notes are being used. However, some staff are not yet having students review notes on a regular basis.	Professional learning funds

Process 2: Teachers have expert knowledge in college identified professional learning strategies so that all students can engage in productive learning.

Evaluation	Funds Expended (Resources)
Teachers were engaged in a discussion on how Learning Intentions, Success Criteria and Do Now's are being utilised by all classroom teachers in daily teaching practice. Whilst we recognise the need for KLA's to implement them in a way that makes them specific to that KLA there also needs to be some level of School Wide consistency. Implementation Data was reviewed by CIN (Situational Analysis) - Ian Nabour and Ian Northam. They met with Classroom Teachers, Head Teachers, the School Senior Leadership Team and students. In most areas the data demonstrated that the implementation of Entry and Exit Procedures was successful.	Engaging CIN Professional Learning Funds Staffing release for Premiers Target Team Coordinator

Process 3: Teachers analyse, interpret and extrapolate data to implement the college identified literacy and numeracy strategies

Evaluation	Funds Expended (Resources)
Critical Reading is embedded into all Key Learning Areas within daily teaching routine and Formal Assessment. The HSIE Faculty has successfully implemented Formative and Summative Assessment Tasks.	PAT Maths/Literacy

Progress towards achieving improvement measures

Head Teachers incorporated at least TWO literacy/numeracy strategies to focus on a specific area of concern to implement within their KLA area based on NAPLAN and Valid data.

Strategic Direction 3

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

Purpose

Our purpose is to create a culture of high expectations and build stronger community engagement resulting in sustained and measureable 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.

Improvement Measures

- * 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

Progress towards achieving improvement measures

Process 1: Educational Leadership: Building high quality educational leadership, improving teachers capacity and facilitating continued self improvement that supports the highest levels of learning.

Evaluation	Funds Expended (Resources)
All staff have completed their professional development plan process for 2020 and have received feedback from their supervisor. Monitoring processes for programs, teaching and learning programs have been established.	Professional Learning Budget

Process 2: School Resources: Staffing, finance and physical resources are utilised strategically to enhance student learning outcomes and attendance to benefit all students.

Evaluation	Funds Expended (Resources)
Percentage of students attending 90% of the time has not risen by 10%. This will be a focus in the next SIP. All KLA's and programs have managed and expended their budgets for 2020. School staff and resources have been managed and implemented efficiently to support student learning. A dynamic timetable structure was developed to meet the needs of our students within staffing entitlements.	Staffing entitlement Equity funds for additional SLSO positions Operational and equity funds for KLA and program budgets

Process 3: Community and Engagement: Continue to build strong links and meaningful relationships within the school community. The school actively seeks, analyses and responds to feedback from the wider school community.

Evaluation	Funds Expended (Resources)
Due to COVID-19 many community events were cancelled. The school implemented different ways to stay connected to families through google classroom and wellbeing phone calls that were made 3 times a term. This helped staff students and parents feel connected through this time. Restorative practice implementation has been delayed due to COVID-19	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	1 x Cultural Dance teacher 1 x attendance officer 2 x Aboriginal Education Officers NAIDOC week Student Assistance Mulgabirra Junior AECG Clontarf Girls Academy Aboriginal Girls Circle Transition 6-7	<p>Aboriginal students have Individual Learning and Support Plans with teachers making appropriate adjustments for learning.</p> <p>Aboriginal Education Officers case manage individual students to support access to learning. There is improved community connections supporting the parent/school partnership.</p> <p>Clontarf and Girls Academy are our main partners in supporting Indigenous students to achieve improved educational outcomes, attendance and retention and leadership opportunities. Students are supported to attend school through morning pickups, facilitated weekly after school homework centre and other afternoon activities. Outcomes include improved student wellbeing and learning readiness as students supported through homework and assessment deadlines.</p> <p>Participation in Mulgabirra Program improved literacy in participants and built a strong partnership with feeder primary schools, with students ultimately receiving their Cert 1 in active volunteering for their ROSA.</p> <p>Individual attendance is monitored and non-attendance followed up with parents/carers. Students with poor attendance are referred to the Learning and Support Team for intervention strategies, support and planning, and if required, to the HSLO.</p>
Low level adjustment for disability	2.9 x Learning and Support Teachers 2. x Learning and Support Officers Learning and Support Team	<p>All students requiring adjustments and learning support are identified through learning and support processes which involves individual progress reports and student assessment. This information is then used to develop Individual Learning Support Plans and support staff with program adjustments. Health Care Plans and access requests to support classes and integrated funding support.</p> <p>The Strive Class operated for a small group of Year 7 and 8 students identified with low literacy by the Learning Support Team. Students were tested for reading and numeracy. Individual learning support plans and health care plans were developed. The class focused on literacy and numeracy related skills in cross curricula projects to reconnect students to learning.</p> <p>SLSOs facilitate student access to the curriculum with in-class support. In the Strive class students have demonstrated significant improvements in literacy and numeracy as evidenced by improved placement in year group assessments, decreased Sentral entries for off task behaviour, as well as an increase in wellbeing, self-esteem and self-</p>

Low level adjustment for disability	<p>2.9 x Learning and Support Teachers</p> <p>2. x Learning and Support Officers</p> <p>Learning and Support Team</p>	<p>efficacy.</p>
Socio-economic background	<p>1.5 x Classroom teachers</p> <p>1 x Technical Support Officer</p> <p>1 x DP Support</p> <p>4 x Student Learning and Support Officers</p> <p>Student Assistance Program</p> <p>Technology</p> <p>Key Learning Area Programs</p> <p>Excursion assistance</p> <p>1 x Student Support Officer</p> <p>YONDR</p> <p>Transition 10-11 and Support</p> <p>Breakfast club</p> <p>School bus lease</p> <p>Support Band</p>	<p>Subsidising student resources and excursions allowed students to access the full range of school activities and courses. The provision of school uniforms developed a sense of belonging and school connection.</p> <p>Faculty budgets provided teaching and learning materials for improved access to curriculum Technical Support Officer and the technology budget has allowed the dynamic delivery of strategies to engage students in 21st Century skills and curriculum content.</p> <p>Student Support Officer has worked with students to build their social and coping skills, and develop resilience. Two RAGE programs were also run for students to improve anger management skills.</p> <p>The YONDR continuation has shown increased engagement of students in class due to restricted access to mobile phones and devices, and a decrease in social media related incidences at school.</p> <p>The support band program involved the purchase of instruments and equipment for the support unit band. The program has resulted in an increased connection to the broader school community and developed increased confidence, skills and social behaviours through performance opportunities.</p>
Support for beginning teachers	<p>Professional learning opportunities</p> <p>Beginning teacher program</p> <p>Reduced teaching load</p>	<p>All beginning teachers gain proficient status.</p> <p>Beginning teachers are supported within the school learning community through explicit instruction in the school and department policies and procedures, are trained in 21st Century learning strategies such as AVID and Learning Thinking Scope, gaining increased capacity in classroom management and teaching and learning strategies, curriculum and scope and sequence development and assessment procedures.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	244	265	278	260
Girls	238	254	281	307

Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.3	84.1	83.5	86.1
8	85	80.2	80.8	83.8
9	80.8	78.8	80.5	80.2
10	79.2	72.3	80	82.2
All Years	83.8	79	81.5	83.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
All Years	89.9	88.7	88.2	89.8

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	8.5	N/A	N/A
Employment	4	N/A	N/A
TAFE entry	2.5	N/A	N/A
University Entry	0	N/A	N/A
Other	8	N/A	N/A
Unknown	1.5	N/A	N/A

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Dubbo College Delroy Campus undertook vocational education and training in 2020.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	8
Classroom Teacher(s)	35.9
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	19.08
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,606,989
Revenue	11,162,941
Appropriation	10,966,904
Sale of Goods and Services	145,788
Grants and contributions	48,253
Investment income	1,827
Other revenue	168
Expenses	-10,828,644
Employee related	-8,870,136
Operating expenses	-1,958,508
Surplus / deficit for the year	334,296
Closing Balance	2,941,285

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	113,118
Equity Total	2,085,270
Equity - Aboriginal	678,331
Equity - Socio-economic	963,044
Equity - Language	0
Equity - Disability	443,895
Base Total	6,981,052
Base - Per Capita	149,334
Base - Location	3,407
Base - Other	6,828,311
Other Total	1,011,254
Grand Total	10,190,694

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

2020 will be a year that won't be forgotten any time soon. What an experience COVID-19 has been for us as individuals, for our families and our community. The P&C had great plans for 2020, and unfortunately most of them were put to the side as we were unable to run them due to the restrictions in place. As a P&C, we morphed with the restrictions and held a number of meetings over zoom before meeting face to face again late in the year. We were encouraged by the efforts of many teachers during the lockdown, engaging with the student body in a way that maintained some level of normality and kept them interested in schooling. This made a positive difference to students' wellbeing, and I wish to acknowledge these efforts on behalf of the parent body. Where possible, the P&C continued to support school activities during the year including attendance at the year 7 welcome evening, obtaining a grant to help install a 2nd cold filtered drinking station, student prizes to the annual awards assembly and attendance at many teacher interview panels supporting the school in recruiting the best candidates to teach our students. P&C members engaged with the school executive during the course of the year representing parents' concerns, hearing about school initiatives and gaining a better understanding of the school's activities and agendas. I wish to take this opportunity to thank the P&C members of 2020 for their willingness to be involved and look forward to the activities and achievements we as a P&C will make in 2021.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.