

2021 Annual Report

Dubbo College South Campus



DUBBO
COLLEGE

SOUTH CAMPUS

8417

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 South Campus

Boundary Rd

Dubbo, 2830

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

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

6882 3744

School vision

At Dubbo College South Campus, we engage skilled, resilient and connected citizens to forge inspiring futures.

Students engage in and develop global competencies relevant to their lives. Together, we elevate creativity and curiosity to shape citizens who are critical and reflective thinkers.

At Dubbo College South Campus we:

- **Innovate** - Staff and students utilise intelligence, research and imagination to experiment and be solutions focused in a variety of contexts
- **Engage** - Our staff create meaningful activities to inspire learning. Our students are passionate, curious and immersed in their own learning
- **Inspire** - Staff successfully inspire students to pursue goals. Students are inspired to confidently accomplish above and beyond.

School context

Dubbo College South Campus is part of Dubbo College, a three-campus collegiate enrolling approximately 1750 students located in the central west of NSW. South Campus is one of two junior campuses with a current enrolment of 785 students in Years 7 to 10. There are 9 Specialist Support classes with an enrolment of 71 students. 38% of students identify as Aboriginal and are supported by an Aboriginal Education Officer, Clontarf, Girls Academy and a school funded Aboriginal School and Community Engagement Officer. 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. The school has strong links with the Local Dubbo AECG, external agencies and TAFE.

The school's staffing entitlement in 2020 was 62 teaching staff and 21 non-teaching staff. The school employs a Business Manager, a Deputy Principal Learning and Wellbeing, two additional Head Teachers, a full time SLSO/First Aid Officer and additional SASS staff from school funds. The school receives a significant amount of Integration Funding Support which is used to employ School Learning Support Officers. There has been significant turnover of Senior Executive and Executive staff over the past 5 years due to retirement and secondment of staff into other roles. The turnover of teaching staff in the past 2 years has been relatively low with a concerted effort to maximise the number of staff who are permanent. Our executive staff is stable with the majority being here for more than five years. 10% of our staff are early career teachers.

The school vision statement was developed over a 9-month period and involved extensive consultation with staff, parents and students. This, along with the outcomes of the External Validation process in 2020 and the situational analysis has led to the development of the 2021-2024 Strategic Improvement Plan.

Dubbo College South Campus is committed to continually improving classroom practice and teacher quality. This improvement will be driven by the use of data and evidence-based decision making. This will be supported by staff professional learning built on collaborative practice and the development of staff capacity through a teams structure.

The increased use and analysis of data will enhance student literacy and numeracy levels and to support personalised and differentiated learning underpinned by a restorative practice philosophy. Dubbo College South Campus will work with Transforming Schools to support changes in curriculum structures and delivery in order to improve student engagement in Stages 4 and 5.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
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	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to develop and build student educational outcomes in literacy and numeracy through curriculum differentiation based on the individual learning needs of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning
- Curriculum Differentiation

Resources allocated to this strategic direction

Low level adjustment for disability: \$171,513.20

Professional learning: \$500.00

Integration funding support: \$344,931.00

English language proficiency: \$65,377.00

Summary of progress

During 2021 the Strategic Improvement Plan (SIP) Literacy and Numeracy Team completed professional learning on curriculum differentiation, the literacy and numeracy progressions and the use of PLAN 2. The COVID ILSP team analysed NAPLAN, Best Start and Check in Assessment data which identified the areas of focus for small group tuition and the school wide focus areas in Literacy and Numeracy. Vocabulary and inferential comprehension was identified as the area of need in literacy and fractions and proportional reasoning in regards to numeracy.

The COVID ILSP team were very effective in working with small groups of students on specific literacy and numeracy skills, in addition to facilitating the HSC Minimum Standards testing and supporting students who needed additional assistance to achieve the standard in Reading, Writing and Numeracy.

Staff were given an opportunity to nominate the SIP team that they wanted to join which meant staff aligned top areas of interest and expertise, led by a member of the executive team.

At the end of 2021 NAPLAN data was analysed in SCOUT and the school targets were compared to results in 2020.

Our progress towards the 2021 annual progress measures captured by internal data and system check-in data. The evidence of our impact in this strategic direction included:

- SIP teams completed professional learning on effective differentiation and the literacy and numeracy progressions and they prepared and delivered sessions to staff
- The COVID ISLP program supported students to meet the HSC Minimum Standard and in targeted literacy and numeracy areas
- Staff collaborated and used student progress and achievement data to identify strategic priorities for continuous improvement
- All SIP team members completed the relevant professional learning
- Analysis of check-in data and internal assessment data revealed progress is being made towards our 2021 annual progress measures in reading with some measures being achieved. Significant progress has been made in relation to student attainment of the HSC Minimum Standard.

When capturing baseline data and completing short assessments, EAL/D teachers assisted students whose first language is a language or dialect other than English to understand the requirements of completing the assessment. This was funded through flexible English Language Proficiency (ELP) funds. The school funded a Deputy Principal Inclusion and Support from LLAD funds to oversee Learning and Support, Specialist Support and complex case management of students.

Professional learning records and responses from staff revealed overall, High Impact PL is being provided and is clearly linked to a focus of identified need. An unexpected positive impact has been the enthusiasm and value expressed by teachers to be provided the opportunities to collaborate.

Some of the barriers included being unable to commence the COVID ILSP tutoring earlier and complete the professional learning by staff sooner. This was hampered by staffing and unexpected operational changes. Conducting more formal evaluation of the COVID ILSP program with teachers and students and more formal evaluations of the SIP teams'

structure with staff and executive is needed in the future. There are also gaps in student assessment data due to some students being absent when assessments were administered. Some meetings could not take place due to competing demands and operational changes within the school. The development and delivery of professional learning sessions to the whole staff were delayed due to COVID lockdowns and remote learning.

Next year, in this initiative/strategic direction, we will:

- devise systems and processes to better evaluate the impact of the COVID ILSP program
- deliver professional learning to staff on effective differentiation and the literacy and numeracy progressions
- identify one whole school focus in literacy and one whole school focus in numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving expected growth in Numeracy by 3.5% by 2021.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading decreased to 44.66% indicating progress yet to be seen toward the lower bound target.
The percentage of students achieving in the Top 2 NAPLAN Bands in numeracy increases by 3.45% by 2021.	<ul style="list-style-type: none"> • Data indicates that 8.5% of students are in the in top 2 bands in numeracy showing a decline from baseline data.
SIP Literacy and Numeracy Team completes professional learning on the literacy and numeracy progressions and the use of PLAN 2.	<ul style="list-style-type: none"> • The SIP Literacy and Numeracy Team completed professional learning on the literacy and numeracy progressions and the use of PLAN 2.
SIP Literacy and Numeracy Team completes professional learning on effective differentiation.	<ul style="list-style-type: none"> • The SIP Literacy and Numeracy Team completed professional learning on effective differentiation.
Increase the percentage of students achieving expected growth in Reading by 4.8% by 2021.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 51.35% indicating progress toward the lower bound target.
The percentage of students achieving in the Top 2 NAPLAN Bands in reading increases by 3.2% by 2021.	<ul style="list-style-type: none"> • 12.6% of students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy by 3% by 2021.	<ul style="list-style-type: none"> • 18.8% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 17.4%.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading by 3% by 2021.	<ul style="list-style-type: none"> • 12.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 21.4%.
100% of Year 10 Aboriginal students attain the HSC Minimum Standard by the end of 2021.	78% of Year 10 Aboriginal students attained the HSC Minimum Standard in 2021 indicating progress towards the target of 100%. 93% attained the HSC Minimum standard in Reading, 80% in Numeracy and 78% in Writing.

Strategic Direction 2: Student engagement

Purpose

Our purpose is to increase student engagement through the provision of innovative and relevant curriculum structures and whole school wellbeing programs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Innovative and transformative whole school curriculum structures
- Improved student wellbeing for improved engagement

Resources allocated to this strategic direction

Socio-economic background: \$73,560.00

Location: \$3,231.00

Aboriginal background: \$454,423.00

Professional learning: \$6,166.00

Summary of progress

At the beginning of 2021 we changed our model and structures for teaching in Year 7 and began working with 4Cs Transforming Education. Teachers worked in teams to collaboratively plan and deliver integrated curriculum. The school employed an Aboriginal Community Engagement Officer (ACEO) to enhance the range of supports for Aboriginal students including Clontarf, NASCA and other programs. The student wellbeing SIP team worked on aligning programs and terminology across the school to merge South Cares, Restorative Practice and the Learning Disposition Wheel. Get Going lessons were introduced as a wellbeing, goal setting and mentoring initiative. The school worked with Safeguarding Kids Together (SKT) across a range of areas and was provided with support and professional leaning in Every Day Counts targeting 80's into 90's student attendance.

25% of staff wanted to participate in the new structure for Stage 4 curriculum delivery and feedback from staff about the professional learning delivered by Transforming Education was overwhelmingly positive. The employment of the ACEO was well received by the community and the Clontarf program continued to strongly support male Indigenous students. The attendance and community engagement support from SKT produced good outcomes.

Our progress towards the 2021 annual progress measures was captured by internal data. The evidence of our impact in this strategic direction include:

- new structure implemented for Year 7 in 2021 and staff undertaking professional learning with the 4C's along with greater collaboration between teachers
- increased engagement of students in Year 7 with a smoother transition from primary school and the establishment of stronger relationships with staff in high school
- streamlining of attendance procedures and processes
- strengthening of student wellbeing programs and procedures
- professional learning records and responses from staff reveal overall, high impact professional learning is being provided and is clearly linked to a focus of identified need
- an unexpected positive impact has been the enthusiasm and value expressed by teachers to be provided the opportunities to collaborate and the impact on reigniting their passion for teaching.

Attendance systems and process particularly in the area of a communication strategies have improved but at this point the impact on attendance rates overall and in the attendance of students above 90% has not eventuated. Whilst progress towards reducing suspensions has not eventuated either, the levels of truancy have decreased across Years 7 to 10 and in particular in Year 7.

Some of the barriers included the alignment of wellbeing programs proved to be a slow process as it required a lot of consideration and collaboration. In addition the delivery of professional learning around restorative practice was significantly delayed due to COVID-19 restrictions and some of the SIP Team meetings and SKT sessions were rescheduled. The SKT support around staff and student wellbeing, transition and anti-bullying was not as extensive as we would have hoped and the transition from Girls Academy to NASCA was not smooth.

Next year, in this initiative/strategic direction, we will:

- conduct more formal evaluation of the SIP teams structure with staff and executive
- conduct more formal evaluation of the 4Cs professional learning

- the wellbeing programs whilst extensive still need further refinement based on the TTFM data
- inclusion of student voice on wellbeing practices
- extend the change in curriculum structure and delivery into Year 8 along with the support of transforming education. We will utilise staff expertise to extend the 4Cs professional learning to all staff
- continue to engage Clontarf and NASCA and employ the ACEO
- implement our communication plan for attendance and continue to engage with the 80s into 90's targeted support for attendance
- continue the SIP team that is focusing on wellbeing and use the Student Discipline in Government Schools support materials as scaffold to guide this process.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM wellbeing data by 2%.	<ul style="list-style-type: none"> • 54.87% of students reporting positive wellbeing outcomes has decreased by 11.62% across the positive wellbeing measures.
To increase the percentage of students with attendance above 90% of the time to 50%	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 4.4%.
To decrease the percentage of Year 7-10 students being suspended for continued disobedience by 1%.	The percentage of students from Years 7 to 10 being suspended for continued disobedience increased by 6.5%.
To decrease the percentage of Year 7-10 students truanting by 2.5%.	The instances of truancy across Years 7 to 10 decreased by 17% with Year 7 instances of truancy decreasing by 69% and being the lowest of the year groups.

Strategic Direction 3: School improvement culture

Purpose

Our purpose is to increase teacher capacity and build strong foundations for academic success in the classroom, our teachers will analyse and synthesise data to drive professional learning decisions and evaluate teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Evaluative Practice
- Professional Learning

Resources allocated to this strategic direction

Professional learning: \$37,788.00

Summary of progress

During 2021 the SIP data team completed professional learning in the use of SCOUT, CESE What Works Best using data to inform practice and 5 essentials for effective evaluation. The executive team completed the High Impact Professional Learning (HIPL) School Self Assessment Tool, staff completed AVID training, Year 7 teachers engaged in professional learning with Transforming Schools as did the 4Cs Leadership Team. The executive team also completed sessions in the 4Cs book club.

Whole school systems have been put in place to plan and implement whole school professional learning but data sources were not identified to measure the impact of the PL model. Conducting more formal evaluation of the SIP teams structure with staff and executive specifically around the effectiveness and impact of professional learning will be a focus in 2022.

Our progress towards the 2021 annual progress measures was captured by internal data. The evidence of our impact in this strategic direction include:

- data team upskilled in the use of SCOUT and other data sources
- the use of staff expertise to extend the 4Cs and AVID strategies more broadly across the school
- the strengthening of staff expertise in the use of the 4Cs within the Year 7 teaching teams
- increased staff collaboration and the development of leadership skills within the executive and Year 7 teaching teams.

Some of the barriers included a couple of the SIP team meetings being postponed as were some of the Transforming Schools PL due to learning from home.

Next year we will

- continue the professional learning with Transforming Schools and AVID
- develop and deliver professional learning to staff on the effective use of data
- use the SIP data team expertise to better analyse both in internal and external data sources
- utilise the collaborative and applied practice resource to improve the impact of our whole school professional learning.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SIP Data Team complete professional learning on data use and prepare professional learning sessions to deliver to staff across all KLA's	The SIP Data Team completed professional learning on data use but the preparation of professional learning sessions to deliver to staff across all KLA's was delayed until Semester 1 2022.

School completes self assessment of the element 'Data Skills and Use' using the School Excellence Framework.	The school staff completed self assessment using the School Excellence Framework and assessed the element of Data Skills and Use at Sustaining and Growing.
100% of the data team understand Logic Modelling.	100% of the Data team understand Logic Modelling.
100% of Year 7 teachers undertake Professional Learning with Transforming Education and implement keys strategies in their teaching	100% of Year 7 teachers engaged in Professional Learning with Transforming Education on at least 2 occasions throughout the year and implemented the key strategies in their teaching.
100% of executive staff analysed the High Impact Professional Learning self assessment tool to gather baseline information.	100% of executive staff completed the High Impact Professional Learning self assessment tool to gather baseline data in the area of Professional Learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$344,931.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo College South Campus in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the employment of staff to provide additional support for students who have high-level learning needs and release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). - all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$416,023.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo College South Campus who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovative and transformative whole school curriculum structures • Improved student wellbeing for improved engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Transforming Schools to support student learning • resourcing to increase equitability of resources and services • equitable access to specialist resources <p>The allocation of this funding has resulted in:</p> <p>the professional development and release of staff through Transforming Schools to support student learning and curriculum change on Year 7 and the transformation of learning spaces for Year 7.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the release of staff for professional learning and collaboration in regards to curriculum innovation and delivery across Stage 4. Additional spaces will be transformed into flexible learning environments to support this change in curriculum delivery. Staff work spaces will be transformed to facilitate greater collaboration and communication.</p>

<p>Aboriginal background</p> <p>\$546,294.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo College South Campus. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improved student wellbeing for improved engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: an increase in above 85% attendance across our Indigenous students who are members of Clontarf and NASCA. Our Aboriginal community have an additional point of contact within the school to discuss their students needs. Assistance has been provided to families to ensure equity of access to school activities. 18.8% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating achievement of the lower bound target of 17.4%. 12.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 21.4%.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the employment of an Aboriginal SLSO and ACEO as well as the Clontarf and NASCA programs.</p>
<p>English language proficiency</p> <p>\$65,377.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo College South Campus.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: student progress showing high growth on the EAL/D learning progressions, with 90% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas. Ongoing</p>

<p>English language proficiency</p> <p>\$65,377.00</p>	<p>professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$467,325.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo College South Campus in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of Learning and Support teacher and interventionist teacher <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. The percentage of students achieving expected growth in reading has increased as has the number of students are now in the top two skill bands NAPLAN for reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained School Learning Support Officers</p>
<p>Location</p> <p>\$3,231.00</p>	<p>The location funding allocation is provided to Dubbo College South Campus to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Innovative and transformative whole school curriculum structures <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in: increased access to technology for our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the provision of STEM resources for our students.</p>
<p>COVID ILSP</p> <p>\$360,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

COVID ILSP

\$360,000.00

- employment of teachers/educators to deliver small group tuition
- providing targeted, explicit instruction for student groups in literacy/numeracy
- providing intensive small group tuition for identified students who were identified through NAPLAN, Best Start and Check In Assessments
- employing/releasing staff to coordinate the program
- development of resources and planning of small group tuition
- leading/providing professional learning for COVID educators

The allocation of this funding has resulted in:

the majority of the students in the program achieving significant progress towards their personal learning goals and 88% of year 10 students attaining the HSC Minimum Standard.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	379	407	439	406
Girls	315	346	320	310

Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.8	89	92.1	88.2
8	87.9	84.7	88.6	85.3
9	83.2	80.7	84.8	79.9
10	80.4	79.5	85.7	75.2
All Years	85.3	83.5	88.1	82.6
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
All Years	88.7	88.2	89.8	86.2

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	N/A	N/A
Employment	10	N/A	N/A
TAFE entry	5	N/A	N/A
University Entry	N/A	N/A	N/A
Other	0	N/A	N/A
Unknown	2	N/A	N/A

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Dubbo College South Campus undertook vocational education and training in 2021.

Dubbo College South Campus is a junior high school and therefore does not have Year 12 enrolments.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	10
Classroom Teacher(s)	42.9
Learning and Support Teacher(s)	2.9
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	20.68
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,998,039
Revenue	12,567,123
Appropriation	12,335,824
Sale of Goods and Services	187,941
Grants and contributions	42,590
Investment income	639
Other revenue	130
Expenses	-13,646,185
Employee related	-10,563,527
Operating expenses	-3,082,657
Surplus / deficit for the year	-1,079,061
Closing Balance	918,977

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.

	2021 SBAR Adjustments (\$)
Targeted Total	331,297
Equity Total	1,505,559
Equity - Aboriginal	548,416
Equity - Socio-economic	419,408
Equity - Language	65,048
Equity - Disability	472,687
Base Total	8,696,888
Base - Per Capita	201,947
Base - Location	3,231
Base - Other	8,491,710
Other Total	823,956
Grand Total	11,357,700

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.

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 (TTFM) survey, completed by 165 people. Parents have indicated that they feel welcome when they visit the school and that they receive clear written information from the school. The P&C whilst active, constitutes a very small percentage of the parent population. 42% of parents and carers would recommend the school to primary school parents. Students sense of belonging, advocacy and success has slightly declined since 2020 in the TTFM survey results. Teachers did not complete the TTFM survey in 2021 but provided feedback through a range of other measures and surveys related to curriculum and professional learning.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.