

# Strategic Improvement Plan 2021-2024

## Dubbo College South Campus 8417



DUBBO  
COLLEGE

SOUTH CAMPUS

# School vision and context

## School vision statement

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.

# 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.

## Improvement measures

### Target year: 2023

Increase the percentage of Year 9 students achieving expected growth in NAPLAN numeracy by 7% by 2023.

### Target year: 2022

Increase the percentage of Year 9 students achieving in the top 2 NAPLAN Bands in numeracy by 6.9% by 2022.

### Target year: 2024

All Year 7-10 students achieve or exceed their co-developed learning goals based on the learning progressions.

### Target year: 2024

All teachers demonstrate high quality skills in explicit teaching and differentiation.

### Target year: 2023

Increase the percentage of Year 9 students achieving expected growth in NAPLAN reading by 9.6% by 2023.

### Target year: 2022

Increase the percentage of Year 9 students achieving in the top 2 Bands in NAPLAN reading by 6.4% by 2022.

### Target year: 2022

Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy by 6.7% by 2022.

### Target year: 2022

## Initiatives

### Personalised Learning

The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

- Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.
- Students are empowered and explicitly taught how to develop their own learning goals and evaluate their progress against the literacy and numeracy learning progressions.
- Deliver high impact professional learning in the use of the literacy and numeracy learning progressions.

### Curriculum Differentiation

There is an integrated approach to quality teaching, curriculum planning and delivery that is responsive in meeting the needs of all students.

- Build capacity of staff with targeted professional learning to effectively differentiate teaching and learning to meet the needs of individual students.
- Establish collaboration with key stakeholders to allow best practice to be identified and shared across classrooms.
- Embed formative assessment practices across the school.

## Success criteria for this strategic direction

There is demonstrated commitment within the school community that all students make learning progress.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Students are aware of and most are showing expected growth on internal school progress and achievement data.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

## Evaluation plan for this strategic direction

**Question:** Do teachers collaborate to share curriculum knowledge, data, feedback, and other information about student progress and achievement which meet the learning needs and goals of students?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: external student performance measures (NAPLAN, HSC, Best Start, Tell Them from Me survey, Check in assessment, Minimum Standards); internal student performance measures (Literacy and Numeracy Progressions); teaching programs; classroom observations; student work samples; Goal Hub; Personalised Learning Plans.

**Analysis:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading by 6.6% by 2022.

### Target year: 2023

Contribute to increasing the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound network target of 55.3%.

## Evaluation plan for this strategic direction

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**Implications:** Student educational outcomes and teacher knowledge will be improved through targeted ongoing professional learning and differentiation of teaching strategies. Staff routinely use data to inform practice and drive school-based student interventions in becoming successful learners.

# 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.

## Improvement measures

### Target year: 2022

To increase the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in the TTFM wellbeing data to be above the lower bound system negotiated target of 62.6%.

### Target year: 2022

To increase the percentage of students with attendance above 90% of the time to above the lower bound system negotiated target of 60.4%.

### Target year: 2024

To decrease the percentage of Year 7-10 students being suspended for continued disobedience by 5%.

### Target year: 2024

To decrease the percentage of Year 7-10 students truanting by 10%.

## Initiatives

### Innovative and transformative whole school curriculum structures

Teachers are committed to identifying, understanding and implementing the most effective curriculum structures based on individual student needs.

- Target student needs through a curriculum structure that facilitates individualised pathways in Stage 4 and 5 including Life Skills outcomes
- Increase student choice to promote stronger engagement with a more diverse curriculum.
- Increase effectiveness in building and maintaining student engagement at key curriculum transition points (Stage 3 to 4, 4 to 5 and 5 to 6).
- Improve communication with Stage 6 teachers and analysis and use of HSC data to inform Stage 5 planning.
- Embed Transforming Schools' Learning Disposition Wheel and coherence makers into whole school pedagogy.
- Increase scope for student choice and more elective options in Stage 5 that are developed by staff based on HSC gap analysis and the needs of the workforce, depending on students' individual needs and pathways.

### Improved student wellbeing for improved engagement

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

- Align effective elements of Positive Behaviour for Learning with evidence-based components of Restorative Practice.
- Integrate the Transforming Schools Learning Disposition Wheel into whole school wellbeing structures.

## Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student well being to ensure optimum conditions for student learning across the whole school.

Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

## Evaluation plan for this strategic direction

**Question:** Have the new curriculum structures improved student engagement and learning outcomes? What has been the impact of these new structures on student attendance and engagement? Have school wide practices been developed to support the establishment and implementation of transformative curriculum structures?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: Tell Them from Me, Sentral data, staff surveys, staffing data, NAPLAN, VALID, Best Start, Minimum Standards, assessment submission rates teaching programs & assessments coded against the Quality Teaching Framework and Transforming Schools resources (e.g. learning disposition wheel).

## Strategic Direction 2: Student engagement

### Initiatives

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- Improve teacher awareness and skills of relationship restoration and solution focused adjustments.
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### Evaluation plan for this strategic direction

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**Analysis:** Analyse and triangulate the data to determine the extent to which the purpose and improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow and are engaged in their learning.

# 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.

## Improvement measures

### Target year: 2024

100% of teaching staff use data to inform their practice.

### Target year: 2024

School self assessment of the element 'Data Skills and Use' indicates improvement from Working towards delivering to Sustaining and Growing.

### Target year: 2024

100% of staff have completed professional learning and training in evaluating various forms of data.

### Target year: 2024

All executive staff have completed 'logic modelling' professional learning and have identified priority measures in all teaching programs.

### Target year: 2024

100% of staff find the professional learning relevant to their teaching practice and use the strategies in the classroom the following term.

### Target year: 2024

School self assessment is Sustaining and Growing in at least three themes of the High Impact Professional Learning

## Initiatives

### Evaluative Practice

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

- Analyse NAPLAN and HSC minimum standard data to identify target areas.
- Deliver professional learning in data literacy, data analysis and data use in teaching for all staff.
- Engage in evaluation of current and future programs including logic modelling.
- Evaluate teaching practices through a process of formal and informal reflection and lesson observations to inform best practice decisions that lead to student growth and achievement.
- Evaluate student surveys which help inform teaching practice and content delivery.
- Deliver professional learning in 'What Works Best' research for all staff.

### Professional Learning

Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

- Develop a continuous culture of cross faculty learning and collaboration to build teacher capabilities and collective pedagogical practice.
- Deliver professional learning that is relevant, specific and focused on high impact strategies to strengthen teaching and learning practice and respond to student need.
- Measure the impact of professional learning over time and use the results to inform the school's

## Success criteria for this strategic direction

The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement

## Evaluation plan for this strategic direction

**Question:** Do teachers collaborate to evaluate, reflect on and adapt practice based on collected data? What has been the result of evaluated and implemented high impact professional learning for all staff?

**Data:** These data sources will be collected and analysed by relevant teachers, leaders and teams: Minimum Standards, NAPLAN, Tell Them From Me Survey, Performance and Development Plans, Personalised Learning Plans, teaching programs, professional learning calendar, assessment tasks, student surveys

**Analysis:** Head Teachers will monitor, review and feedback to the senior executive twice a year to ensure data is being used to improve classroom practice. Professional learning will be planned and reviewed by senior executive each term so that it is relevant, specific and high impact.

# Strategic Direction 3: School improvement culture

## Initiatives

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priorities.

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## Evaluation plan for this strategic direction

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**Implications:** School culture and teacher knowledge is improved, where there is ongoing learning and adaptation of teaching strategies. Staff embrace data and it is used regularly to inform practice.