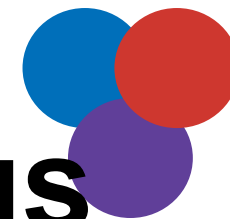


Dubbo College Delroy Campus





School vision statement

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. 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 while valuing citizenship and contribution to the community.

Delroy Campus has an enrolment of approximately 489 students 52% of these are ATSI students. Delroy is committed to the PB4L program and the recognition of student achievement, student leadership and the partnerships with family and the community. Quality teaching which incubates the use of technology and cultural awareness is a professional learning focus and supports the campus engagement and retention initiatives. The school parent community have high expectations for the students.

School planning process

The school has used a wide range of tools and data to evaluate the 2015-2018 school plan and to determine the school's future strategic directions. These include: a whole school needs analysis, curriculum evaluations, whole school program evaluations, as well as analysis of student learning outcomes data and data gathered from student surveys such as Tell Them From Me (TTFM).

As a result our key focuses are on improving the academic achievement of our middle to upper middle performing students across all years and embedding across all KLA'S literacy strategies based on targeting authentic texts and delivering real world numeracy experiences. Using this evidence the school executive and whole school staff undertook a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement. The entire aboriginal community was invited to complete a needs analysis to also set our strategic directions.



STRATEGIC DIRECTION 1

Student Learning

Students will be successful learners, leaders, productive citizens and positive contributors to society

STRATEGIC DIRECTION 2

Accomplished Staff

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

STRATEGIC DIRECTION 3

Campus Community

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

Purpose:

Instil in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.

Nurture an ethical school culture where students participate meaningfully in their community context.

Purpose:

Ensure quality teaching and learning and reflective classroom practice.

Develop an engaging, innovative and challenging learning environment that promotes and models lifelong learning.

Maximise learning opportunities and promote success for a diverse range of students.

Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.

Purpose:

Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.

Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.

Strategic Direction 1: Student Learning

Students will be successful learners, leaders, productive citizens and positive contributors to society

- To instil in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.
- To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.

Focus area 1

Purpose

Engaging the Community for Learning

Process – What is the strategy?

Partnerships which support students learning by creating innovative learning environments

Product – What will it look like?

- Building a culture of student/staff learning and participation in the community
- Implementation of effective communication for all members of the school community
- Effective transition of students
- Technology to enhance student learning
- Development of community links – programs and agencies

Practice – What will we do?

- Develop the culture of a young adult learning environment
- Implementation of Sentral and the development of the use of social media – apps, Facebook web pages etc.
- Coordinate a transition program which provides a successful, positive and productive transition to both Stage 4 and Stage 6 learning
- Support students from school to post school options / destinations
- Implement BYOD across all area of the school and training staff in the use of 21st Century classroom practice
- Connection with community networks to support the well-being and training of students

People – Who will do it?

Staff

- Reflective staff promoting student learning
- College Careers Team

Community

- Clontarf
- Get Real
- NASCA
- Partner primaries
- Parents and carers
- Educational Services
- Universities and TAFE

Focus area 2

Purpose

Quality Teaching Practice to Enhance Learning

Process – What is the strategy?

Culture of individual staff, faculties and whole school professional growth to develop high expectations and improve student learning outcomes through quality teaching

Product– What will it look like?

- Literacy, numeracy and cultural awareness embedded in all teaching and learning programs
- Annual review of practices and programs
- Review of curriculum structures, assessment and subject selection
- Implementation of Best and Brightest strategy

Practice – What will we do?

- Literacy and numeracy strategies such as ALARM and SEAR, the literacy and numeracy continuums and the use of authentic texts embedded into teaching and learning programs
- Use of SMARTDATA, RAP, NAPLAN, ESSA, HSC monitoring folder and local data (Tell them From Me, etc.) to reflect on classroom practice and plan strategies for improvement
- Review of structures to develop a student centred, needs based curriculum
- ICT used in the class room in an effective and purposeful way

People – Who will do it?

Students

- Will develop skills as independent learners who will contribute positively to the campus and the community

Staff

- School leaders will engage in GROWTH coaching to develop the skills to lead staff and teams to enhance the learning outcomes for students
- Staff will develop skills to apply 21st Century technology, Literacy and Numeracy strategies to provide quality teaching in all classrooms

Focus Area 3

Purpose

Catering for Individual Learners

Process – What is the strategy?

Establish a community of reflective learners that are driven professional learning which provides opportunities for all students

Product– What will it look like

- Develop and review policies and procedures of student well being
- Differentiating the teaching and learning programs to engage all students
- Provision of student leadership opportunities
- Extension strategies for students in all KLAS

Practice – What will we do?

- Equitable support provided to all students through programs, policies and structures in accordance with ESES
- Staff will have a clear understanding of catering to individual students learning needs and make the necessary documented adjustments
- Strong student voice through forums such as the school leadership team, SRC AECG and IYLP
- Best Brightest programs providing faculty based opportunities for students to engage within the school; partner primary schools and the Junior Campuses

People – Who will do it?

Staff

- Development of effective well-being strategies and teams to support students
- Development of skills, through Professional Learning to apply adjustment where needed

Community

- Use of NGOs, Business, Welfare and Health organisations to provide opportunities and support for students

Strategic Direction 2: Accomplished Staff

The staff at Dubbo College are highly professional, engaged in best practice and are leaders within the school, across the college and the wider community.

- Ensure quality teaching and learning founded on reflective classroom practice.
- Promote and model lifelong learning through engaging, innovative and challenging teaching and learning.
- Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.
- Enhance leadership through building capabilities and recognising the unique strengths of staff

Focus area 1

Purpose

Development of Leadership Capacity

Process – What is the strategy?

Enhance school and teacher leadership by developing a teams based approach

Product– What will it look like?

- Develop capacity through GROWTH coaching
- Provide staff opportunities to undertake leadership roles
- Analyse data to inform flexible and innovative Professional Learning
- Accreditation of staff by BOSLO to Australian Professional Standard for Teachers

Practice – What will we do?

- Use of GROWTH coaching to support and develop team structures
- Develop a College approach to supporting New Scheme Teachers, Teacher accreditation and Teacher Promotion
- Use of internal (RAP, SMART, NAPLAN and external data (ESSA, PISA, Tell Them from Me) to inform reflection and development of programs
- Staff engaged in the National Teacher Standards and are aspiring for accreditation at higher levels (lead)

People– Who will do it?

Staff

- Obtain and maintain accreditation

School Leaders

- Provide opportunity for all staff to be leaders and contribute to the improvement of quality teaching and learning across the school
- Model GROWTH coaching and the implementation of successful teams

Community

- Training provided by NGOs for staff in GROWTH coaching

Focus area 2

Purpose

Strategic Professional Learning

Process – What is the strategy?

Develop a strategic school approach to Professional Learning which focuses on reflection and evaluation, build accountability and integrates ICT

Product– What will it look like?

- Professional Learning which develops the use of technology as a learning tool in the classroom
- Implementation of the Performance Development Framework
- Professional learning plans for staff
- Development of 21st Century skills

Practice – What will we do?

- Technology audit of staffs technological capabilities to explore effectively integrating technology into teaching and learning programs
- Professional Learning to develop peer to peer reflection on teaching practice
- Supportive framework to underpin a rigorous and reflective Performance Development Framework
- 21st Century learning styles of critical thinking, communication, collaboration and creativity to be an integral part of teaching and learning

People – Who will do it?

Staff

- Develop/enhance their skills to for ongoing reflection and evaluation
- Technology team to identify staff needs
- Staff professional learning will be relevant, collaborative and future focussed.

Implementation and internal progress monitoring

Dubbo College

Strategic Direction 3: College Community

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

- Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.
- Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.

Focus area 1	Focus Area 2	Focus Area 3
<p>Purpose Promote the School and the College in the community</p> <p>Process – What is the strategy? Development of a promotion and engagement strategy to rebadge the school and college</p> <p>Product– What will it look like?</p> <ul style="list-style-type: none"> • Development of key messages that are understood and communicated by all staff • Enhanced communication between all stakeholders of Dubbo College Delroy Campus • Review community perceptions through the use of internal and external data <p>Practice – What will we do?</p> <ul style="list-style-type: none"> • Development of key messages which reflect the core beliefs, values and culture of Delroy campus which can engage staff, students and the community • Communication strategy using 21st century technology which will allow all stakeholder to be knowledgeable members of the school community • Review and engage communities perceptions of Delroy Campus to build student enrolments <p>People – Who will do it?</p> <p>Staff</p> <ul style="list-style-type: none"> • Staff will articulate the school Vision. They will be engaged in creating transparent effective process that include the community. • Technology team <p>School Leaders</p> <ul style="list-style-type: none"> • School will collaborate with the DEC Engagement and Promotion team 	<p>Purpose Develop with the K-12 school community</p> <p>Process– What is the strategy? Building strong links both within the college and in the Public Education K-12</p> <p>Product– What will it look like?</p> <ul style="list-style-type: none"> • Effective transition programs both Years 6 into 7 and Years 10 into 11 Development of Best and Brightest strategy K-12 • Cross campus KLA teams driving and delivering quality curriculum • Cross Campus Strategic Teams developing whole College programs <p>Practice– What will we do?</p> <ul style="list-style-type: none"> • Variety of transition programs developed and implemented to support successful student transition in 6 into 7 and 10 into 11 • Develop KLA based opportunities for students K-12 to engage in learning which extends their knowledge and experiences • Development of a 7-12 learning continuum in which programming is aligned and reflects the needs of all students in achieving their best outcomes • Development of strategies which develop teaching and learning across the college in the areas of Professional Learning, Technology, Transition and Careers <p>People – Who will do it?</p> <p>Staff</p> <ul style="list-style-type: none"> • Understand that learning is a K-12 continuum and recognise their role and others in that continuum • Use of specialist staff such as; Careers , Technology, Transition, Professional Learning teams Community • Understand the importance and value of supporting students in public education • Use of specialist groups such as Get Real, Clontarf, NASCA, Universities, TAFE. 	<p>Purpose Build and maintain links with community stakeholders to enhance student learning</p> <p>Process – What is the strategy? Develop systems and practices that promote collaboration and establish a sense of community at Dubbo College Delroy Campus</p> <p>Product– What will it look like?</p> <ul style="list-style-type: none"> • Increased retention to Year 12 • Collaboration with external agencies to support students' needs • School involvement in community activities – academic, cultural and sporting • Empower stakeholders, college and community, to have a voice in school decision making <p>Practice – What will we do?</p> <ul style="list-style-type: none"> • Build relationships with external providers to support student achievement • Academic, Business, Industry, Sporting and Cultural partnerships are encouraged in order to provide diverse opportunities for students and staff • Opportunities for stakeholders to feedback, inform and guide school enhancement and development <p>People – Who will do it?</p> <p>Students</p> <ul style="list-style-type: none"> • Understand the importance of taking pride in their and other students achievements • Understand the importance of developing high expectations of themselves and others <p>Staff</p> <ul style="list-style-type: none"> • Understand their role in promoting public education and reflecting and representing those high standards in the community <p>School Leaders</p> <ul style="list-style-type: none"> • Strategically promote the school and develop opportunities for students in the community • Build partnerships with the community to improve outcomes for all students and staff


Implementation and internal progress monitoring

Dubbo College


Strategic direction 3: College Community









































































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

Project leaders: [enter names of project leaders]

























Off track 

Implementation delayed 

On track 

2015	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM	MID TERM	END TERM
1. Promotion of Dubbo College Delroy Campus	Year 7 Info Night Canberra Show College Facebook page PB4L Facebook, APP Use of College PR   	Uniform Committee – P&C Parent Teacher Night Use of College PR   	Dubbo Show Circus West ANZAC Day Ceremony Use of College PR Advertising to promote college   	Encore Use of College PR   	Parent Teacher Night Use of College PR   	Serisier Cup NAIDOC Day Astley Cup Dream Festival Use of College PR   	Uniform Committee refining options Delroy Awards night College Awards Night Use of College PR   	Annual Milestone Cultural Dance Group Use of College PR Talent show   
2. Developing and strengthening links with partner schools (K-12)	Year 7 Info Night Circus west RFS   	Get Real Assembly Facebook page Circus west RFS   	Mulgabirra Program Circus west RFS   	NAIDOC Day performances RFS cadet program Circus west RFS   	At Risk transition activities Mulgabirra Program Circus west RFS   	Exchange of Information Serisier Cup Circus west RFS Child studies childcentre visits   	Year 6 Transition College Awards Night Year 6 Gala Day Year 10 Transition Circus west RFS   	Year 10 Transition Circus west RFS   
3. Build and maintain links with community stakeholders to enhance student learning	NASCA Student Volunteering at WSSA Swimming Girls Circle Crash Ed Day Multisport Circus west   	Get Real Assembly Parent Teacher Night Multisport Circus west   	Child Studies Visit to Pre Schools Multisport Circus west   	Implementation of Opportunity Hub Work placement Multisport Circus west   	Implementation of ICaN Parent Teacher Night Duke of Ed Kokoda excursion SES cadet program Tertiary information day Multisport Circus west   	NAIDOC Day Dream Festival Science week TAFE opens day Multisport Circus west   	Catering for College Principals Conference Multisport Circus west   	CLONTARF AECG Multisport Circus west   

Evaluation

Evaluation processes and impact assessment	Parent Surveys -regarding uniform   	Executive Meeting / KLA Meeting Reviews and Analysis P&C Meetings Local media coverage   	Feedback From Pre Schools Local media coverage Positive feedback (anecdotal)   	Executive Meeting / KLA Meeting Reviews and Analysis P&C Meetings Local media coverage   	Parent Surveys Local media coverage   	Executive Meeting / KLA Meeting Reviews and Analysis P&C Meetings   	Transition Analysis Comprehensive meeting with stakeholder to evaluate effectiveness   	Review of Equity programs at Equity meetings and Executive Meetings P&C Meetings   
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Resources

Monitoring efficient and effective use of resources	  	  	  	  	  	  	  	  
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Improvement Measures Strategic Direction 1

Selected KLA's have completed cross campus reviews and implemented recommendations

Benchmarking of:

- Improving external assessment data
- Improving Student retention and engagement
- Increased numbers of students in targeted KLA's
- Increased enrolment numbers at the three campuses.

Improvement Measures Strategic Direction 2

100% teachers and support staff with a PL Plan

100% use of a College wide evaluation process

Higher numbers of teachers accredited at the higher levels of accreditation with BOSTES

100% teachers and support staff complete a PDP

Beginning teachers keep up to date with accreditation requirements and maintenance protocols.

Higher numbers of staff completing the transformative leaders project and implement strategies into day to day teaching practice.

Maximising executive member involvement in Growth Coaching and leadership opportunities.

Professional learning opportunities are meaningful, purposeful and worthwhile.

Improvement Measures Strategic Direction 3

100% Staff articulation of school vision and direction -

Increase consistency across the three campuses – Regular College Staff/Executive Meetings

Equitable destination data of students – Sentral / Transition Activities / Exchange of Information

Increased Community participation – CLONTARF and ICaN links, Parent Teacher Night, NAIDOC Day, Awards Nights

Increase parent and caregiver engagement in college activities to support students – CLONTARF and ICaN links, Parent Teacher Night, NAIDOC Day, Awards Nights

Attendance at College P&C meetings -

Enhancing the college promotion strategy – Rebadging the College process, uniform committee, Robyn Yeo

Sponsorship in school events and student success has increased -