

School plan 2015 – 2017

Dubbo College





Dubbo College Strategic Directions Overview 2015 – 2017

College Vision: *That Dubbo College provides a world class secondary education for the 21st century.*

College 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 whilst valuing citizenship and contribution to the community. Delroy Campus, one of the two junior campuses, has an enrolment of approximately 490 students. 50% of these are ATSI students. South Campus is the other junior campus with 720 students in Years 7, 8, 9 and 10. 30% of students identify as Aboriginal. The Senior Campus has an enrolment of approximately 500 students with 30% of the learning community identifying as Aboriginal.

Student Learning

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

DUBBO COLLEGE FOCUS AREA

Catering for every learner in Stage 4, Stage 5 and Stage 6 through evidenced based highly effective teaching strategies.

Our focus will include:

Enhancing effective cross campus faculty and focus teams to:

1. **Engage the community for learning**
2. **Ensure quality teaching practices to enhance learning by:**
 - Building an agreed understanding of the learning needs of our students in each Stage of learning (Stages 4, 5 and 6).
 - Implementing quality teaching practices for effective learning in each of the 3 stages of learning – Stage 4, 5 and 6.
 - Developing assessment *for, as and of* learning.
3. **Catering for every learner through:**
 - Enhancing student wellbeing initiatives.

Our targets for improved students learning will be:

- **Increasing attendance by 2%**
- **Maintaining 'value adding' in external data and increasing student achievement by 5%**
- **Implement highly effective cross campus teams.**
- **Transition of students from year 6-7 show reduced negative incidents in term 1 by 10% and in years 10-11 retention is increased by 2 ½%.**
- **100% of students entering the college have ILSP's.**

Accomplished Staff

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

DUBBO COLLEGE FOCUS AREA

Enhancing the capacity of school and teacher leaders and college teams to reflect analytically and work together collaboratively to improve the learning outcomes for students in Stage 4, Stage 5 and Stage 6.

Our focus will include:

1. **Developing the Leadership Capacity of teachers by:**

- Emphasising cross campus collaboration and implementation.
- Enhancing the effectiveness of meetings and forums.
- Using a coaching framework for reflection and planning.
- Building team based accountabilities and responsibilities.

2. **Strategic Professional Learning**

- To embed Cross Campus data driven decision making.
- Consistent quality teacher practice.

3. **Enhancing Technology**

Our targets for building on the capacity of our staff will be:

- **Student surveys indicate 80% of teachers deliver proficient levels of feedback.**
- **100% of teaching staff have a professional learning plan that identifies areas for development.**
- **All classrooms apply two high leverage pedagogical strategies that answer to the learning needs of Stage 4, 5 and 6 learners.**
- **100% of college teams have a clear purpose and common understanding.**
- **The meetings reflective tool increases in average scores**

College Community

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

DUBBO COLLEGE FOCUS AREA

Lifting the profile of Dubbo College in the community.

Our focus will include

1. **Lifting the profile of the College in the community by:**

- Reviewing and implementing the promotion and engagement strategy.

2. **Building meaningful links with the community**

- Enhancing a quality learning community in public schools K-12.
- Focussing learning on real life contexts.

Our targets for the lifting the profile and standing will be:

- **Baseline data + 5% increase in students wearing the new school uniform.**
- **Increased enrolments of students by 10% from Feb 2015 to the end of 2017.**
- **Increased connection to social media and points of publicity.**
- **Implementation of three campus programs with a year 5-8 focus.**

Dubbo College Strategic Directions 2015 – 2017 (long form)



Student Learning

Students are 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 – Supporting student pathways

Develop community and primary partnerships to support student learning outcomes from entry to Dubbo College and beyond year 12 through:

- Effective and seamless transition programs; and
- Creating successful opportunities for students post school.

Focus Area 2 – Supporting enhanced learning

Establish effective cross campus faculty and focus teams to make evidenced based decisions to:

- Build an agreed understanding of the learning needs of our students;
- Focus on agreed quality teaching practices for effective learning; and
- Develop a consistent strategy for our *Best and Brightest* students.

Focus Area 3 – Supporting student wellbeing

Every teacher is responsible for answering to the unique needs of our students. This is achieved through:

- Developing staff skills and knowledge to consistently and effectively apply ESES;
- Reviewing and enhancing a student wellbeing strategy; and
- Enhancing the connectedness of students to the college.

Accomplished Staff

All staff 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 – Development of Leadership Capacity

A coaching Scaffold is developed and delivered to middle managers and Senior Leadership Team to lead strategic educational change.

Focus Area 2 – Strategic Professional Learning

Develop faculty and focus teams to collectively:

- Set strategic directions and build ownership within teams;
- Implement regular check-ins to monitor progress of faculty plans, PDP's and monitoring tools; and
- Share and reflect upon practices to build consistency and sustainability.

Focus Area 3 – Enhancing Technology

Build the capacity of the technology team to:

- Evaluate the future and develop a flexible technology platform; and
- Develop and implement a business plan for future technologies.

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 – Lifting the profile of the College in the community

To lift the profile of Dubbo College we will:

- Implement the Promotion and Engagement review; and
- Promote the college at every opportunity in a variety of forums.

Focus Area 2 – Building meaningful links with the community

In our teams across the college we will:

- Ensure learning is based on real life contexts and connections with the community; and
- Provide opportunities for parents and community to be involved in:
 - Collaborative school planning; and
 - Supporting school activities

























Strategic Direction 1: Student Learning – Led by Suzie Foran

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

- To instil in all 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 I Supporting student pathways	Process	Practice	Product	People	Measurement
	Develop community and primary partnerships to support student learning outcomes from entry to Dubbo College and beyond year 12 through: <ul style="list-style-type: none"> Effective and seamless transition programs 	With our primary partners we will: <ul style="list-style-type: none"> Establish effective transition teams to collaboratively develop and evaluate transition programs; Examine & Utilise numeracy & literacy continuums across K-10; Examine the information and data collected and gathered to inform student needs and strategic professional learning. 	In our teams across the college we will have: <ul style="list-style-type: none"> Effective K-12 collaboration; Quality college Transition programs in place; across all stages <i>Sentral</i> embedded in student's information management. 	<ul style="list-style-type: none"> The Transition team (DP's, Year Advisers, L&S Team, Special Education) Primary Schools Faculties Careers team 	<ul style="list-style-type: none"> At state average attendance for Yr. 7 and 11 Successful completion of year 12 <ul style="list-style-type: none"> Aboriginal students to increase by 15% over the 3 years All students 5% over the 3 years
	<ul style="list-style-type: none"> Creating successful opportunities for students post school. 	With our community partners we will: <ul style="list-style-type: none"> Provide post school options for students; Develop programs to enhance the employability of our students (eg. <i>Skilled</i> and <i>VET</i>);and Ensure successful transition to University. 	<ul style="list-style-type: none"> Consistent career education across three sites; Increase student retention and engagement to year 12 by 2%; and Post school data indicate increased numbers of students leaving for employment or tertiary studies. 	<ul style="list-style-type: none"> Careers team Get Real ETON RDA University, TAFE, workplace, NGO's 	<ul style="list-style-type: none"> <i>Tell them from me</i> Yr. 7 /11 student satisfaction survey improve in 3 indicators Improved engagement with primary partners.

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Develop community & primary partnerships to enhance student transition and learning. Eg Partner Primary Schools	Est key transition contacts at each campus Re-establish the college transition team and meetings; Meeting with year 6 Transition Coordinators to establish transition plan, timelines & purpose; Welcome BBQ & presentation Yr 7 2017	Transition timeline implemented	GAT testing Ongoing transition meetings (College and with Primary Partners) Identify SWANS for 2017 Student Satisfaction Survey for Yr7 2017		Meet with primary partners to assess progress with transition 6-7 Information Night	Continue implementing Transition timeline Collect academic and student data from Primary schools Yr 6-7 Tour & BBQ / A.Tea	Transition activities; Transition surveys for Parents / Students completed	Review 2017 transition and plan for 2018 - effective transition program for students. Planning transition for 2018
2. Creating successful opportunities for students post school	Programs Finalised Website Expanded	Program Scope and sequence Finalised SBAT's Included	Monitoring	Review Attendance Data Website reviewed		Year 12 students prepared for leaving with a destination of Uni, TAFE or work		Review Attendance Data Review retention Data
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment	Feedback from primary partners	Evaluation of <i>Sentral</i> as a tool Staff satisfaction survey – use of Transition Data	Evaluation of student incidents (year 7) Evaluation of Teams	Evaluate retention Data year 10-11 Evaluation of <i>Sentral</i> as a tool	<i>"Tell them from me"</i>	Evaluation of <i>Sentral</i> as a tool Destination Data Year 12 for 2017	Student Satisfaction surveys (year 7 and 11) Evaluation of transition data from year 6 and 10	Evaluation of Transition Attendance / retention data
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Resources

Monitoring efficient and effective use of resources	DP Transition at each campus	Year advisers at each campus assigned		College Transition Budget				
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Strategic Direction 1: Student Learning – Led by Marisha Blanco and Glen

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

- To instil in all 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 2 Supporting enhanced learning	Process	Practice	Product	People	Measurement
	Establish effective cross campus faculty and focus teams to make evidenced based decisions to: <ul style="list-style-type: none"> Build an agreed understanding of the learning needs of young adult and adolescent learners. 	Develop effective faculty and cross campus teams who will: <ul style="list-style-type: none"> Use data and research to reflect on and inform decision making about teaching and learning; Examine the affect sizes of what teachers do and how that impacts on student learning. For example, effective feedback; collaborative efficacy; Faculty focus on implementing a literacy strategy with maximum impact; Develop the skills to examine data on student achievement and learning. 	In our teams across the college we will have: <ul style="list-style-type: none"> Collaboratively developed KLA specific feedback and literacy related strategies are embedded into teaching and learning; Technology to support teaching effectiveness; Completed and implemented a review into curriculum patterns including Assessment / Time table / subject selection; and Embedded a faculty literacy initiative into their core teaching and learning; Aligned student academic reports to the Australian Curriculum and the general capabilities framework. 	<ul style="list-style-type: none"> All Faculty Teams The Technology Team The Senior Leadership Team The College PL Team Literacy Coordinator and team Curriculum / Time table team and Wellbeing team. 	<ul style="list-style-type: none"> Improve 'value adding' by 5% in external data AVID class survey indicate 90%+ satisfaction – students / Parents / Teachers Student surveys on classroom practice – effective feedback
	<ul style="list-style-type: none"> Implement agreed quality teaching practices for effective learning. 	<ul style="list-style-type: none"> Share our teaching strengths, knowledge and skills; Review, reflect then make consistent, quality teaching and learning practices of faculties; and Develop a consistent strategy for our <i>Best and Brightest</i> students. 	<ul style="list-style-type: none"> Implemented strategies for collegial reflection and consistent program/assessment development; Evaluated teacher practice in feedback and embedded agreed actions consistently into classrooms; and Implemented AVID (Best and Brightest) at South and Delroy. 	<ul style="list-style-type: none"> All Faculty Teams The Senior Leadership Team The College PL Team The Literacy team DC Best & Brightest Team 	

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Build an agreed understanding of the learning needs of young adult and adolescent learners	Agreed College / KLA Protocols on Feedback Appointment of a college literacy coordinator KLA Feedback strategies introduced from Matrix	Examine the Learning needs of students at Stages 4,5 & 6 KLA Feedback Matrix used as a reflection tool	Faculty teams have established literacy targets and milestones. KLA Feedback strategies implemented KLA Literacy Needs backward mapped from HSC	Survey the Learning needs of Aboriginal students at Stages 4,5 and 6 PDP Observations on Feedback Check-in week 7 KLA Feedback strategies	Review Curriculum Patterns Review Literacy Targets progress and sharing. KLA agreed Literacy Strategies at each stage of learning.	Focus on Faculties sharing practice on Effective Feedback to students KLA Literacy strategies implemented at each stage.	Review Literacy Targets refine targets for 2017. Review progress and practices of Effective Feedback and Literacy strategies	Faculty and focus teams have a common purpose and have developed ownership and commitment.
	  	  	  	  	  	  	  	  
2. Implement agreed quality teaching practices for effective learning.	Re -Establish Best & Brightest team Review Assessment Processes	Write proposal for B&B Strategy 2017 Year 7 Enrichment class - Evaluate tasks and assessments.	GAT testing for extension class 2017 Phase 3 -Implementation of Best and Brightest Science.	Review and revise focuses for stage 3 B&B Evaluate results from tasks and assessments.	Review implementation of AVID	Focus on sharing practice used in AVID to students	Review and refine Assessment for 2017	Student learning outcomes have been enhanced.
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment	Agreed CSF for effective teams	Review of Effective Feedback Implementation	Effective Teams Survey		Effective Teams surveys		
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Resources

Monitoring efficient and effective use of resources							
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Strategic Direction 1: Student Learning – Led by Kath Bermingham

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

- To instil in all 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 3 Supporting student wellbeing	Process	Practice	Product	People	Measurement
	Every teacher is responsible for answering to the unique needs of our students. This is achieved through: <ul style="list-style-type: none">Developing staff skills, knowledge and application of ESES.	The Wellbeing teams across the college will: <ul style="list-style-type: none">Be consistent in practices when applying individual and quality teaching adjustments; andUtilise the Literacy & Numeracy Continuums to map student’s performance to inform teaching.	To ensure we support student wellbeing we will have: <ul style="list-style-type: none">Created and appointed the positions of a Lead DP and HT Wellbeing in each campus;Monitored student attendance, behaviour and academic data to identify students who may need extra support; andILSP’s specifically answered to student needs and close the gap.	<ul style="list-style-type: none">All Faculty TeamsThe L&S TeamThe College PL teamSpecial EdWellbeing TeamHT Wellbeing	<ul style="list-style-type: none">100% of identified students have ILSP’s.Attendance rates at state averageAnnual “Tell them from me” Survey improvement in 3 indicators
	<ul style="list-style-type: none">Reviewing and enhancing a student wellbeing strategy.Enhancing the connectedness of students to the college.	<ul style="list-style-type: none">Provide student leadership opportunities and a strong student voice in the college community; and,Connect with community networks to support the wellbeing of students.	<ul style="list-style-type: none">Coordinated community/support programs and agencies to support student learning needs;Delivered a consistent site specific PB4L program and levels system at South and Delroy; to meet campus needsOpportunities for Special Education to integrate into mainstream.	<ul style="list-style-type: none">The L&S TeamThe College PL teamHT WellbeingAEO’sClontarfSpecial Ed	<ul style="list-style-type: none">Improved positive PBL dataPremiers Targets

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Consistent application of the ESES policy;	Est College Wellbeing Team Induction for new teachers to L&S practices, ESES policy	Consistently implement the L&S practices across the campuses Review continuing ILSP's	Review the <i>Sentral</i> as platform for Wellbeing.	All students with disability have an IEP. All Aboriginal students have a PLP Review implementation of ILSP's	Review and share adjustment implementation strategies. NCDD collection.	Prepare academic and student data for transition	Analyse and communicate data of incoming students to teachers	Collection and review of evidence to demonstrate how all students have their learning needs catered for.
	  	  	  	  	  	  	  	  
2. Reviewing and enhancing a student wellbeing strategy	Est HT Wellbeing Campuses Review and clarify wellbeing roles within the college. Audit of Wellbeing programs at Dubbo College		Establish a College Wellbeing Platform	Review and refine current wellbeing policies to coordinate with Wellbeing initiative.				Evidence demonstrates that the wellbeing needs of students are being met.
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment	Audit of wellbeing programs at Dubbo College		Review the Wellbeing system on <i>Sentral</i>		NCDD		Transition Data 6-7 10-11	
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Resources

























Monitoring efficient and effective use of resources	L&S Funding Integrated funding Equity Budget				NCDD Budget			
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Strategic Direction 2: Accomplished Staff – Led by Jacquie Thompson

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.

- Promote and model lifelong learning through engaging, innovative and challenging teaching and learning.
- Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning.
- Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning

Focus area 1 Development of Leadership Capacity	Process	Practice	Product	People	Measurement
	Coaching scaffold developed and delivered to executive members to lead strategic educational change in their area of supervision.	To support and develop the leadership of executive we will: <ul style="list-style-type: none"> • Lead educational change from the SLT through to faculties; • Practice the leadership enablers through coaching processes; • Establish effective support and supervision processes; • Clarify leadership processes (the How?); and • Ensure an appropriate mix of collaboration, consultation and communication. 	In our teams across the college we will: <ul style="list-style-type: none"> • Have supportive and collegial faculty and focus teams; • Deliver effective meetings and forums; • Implement college wide quality teacher practices e.g. Feedback; literacy • Use the skills of the leadership team to effectively use data to inform reflection and decision making; • Implement a rigorous and reflective process for individuals through the Performance and Development Framework; • Enhance reflection on teacher practice through a coaching framework; and • Implement a Head Teacher Induction program and resource folder 	<ul style="list-style-type: none"> • The Senior Leadership Team • The College Management Group • The College Executive team • College Professional Learning team 	<ul style="list-style-type: none"> • Meetings/Check-ins reflective tool shows targeted improvement • College teams have a clear purpose • DC Team effectiveness reflective tool show targeted improvement

2017	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. Build Leadership and sustainable leadership	Review SLT agreed common purpose Ongoing PL support for teams Agreed Practices for Quality Teams PDF Protocols and timeline are set and agreed to.	All supervisors are lead through the PDF Process. Agreed practices for Quality Meetings DP's check-in with exec/facilities/team on agreed strategies – check in wk 7	Review data from Meetings reflective tool and refine practices Meetings Check-in week4 PDP Teacher observations occur with feedback	SLT - College Project Check-ins Re-evaluate the effectiveness of our teams – re: next steps of team practice Wk9 (Evidence of team performance)	Evidence is evaluated using the agreed PDF protocols Review of Feedback for supervision	SLT - College Project Check-ins Re-evaluate the effectiveness of our teams – re: next steps of team practice Wk9 (Evidence of team performance)	PDP Teacher observations occur with feedback provided to teachers Evaluation of PDF Consistent Implementation Creation and utilisation of evaluation tool by SLT on supervision & support practices	Review of evaluation and planning future directions 2018.
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment		Effective Meetings Reflection tool week 7	Determine next steps to enhance team practice	Teams reflection			PDP Teacher survey	
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Resources

Monitoring efficient and effective use of resources								
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Strategic Direction 2: Accomplished Staff – Led by Di Baker

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

- Promote and model lifelong learning through engaging, innovative and challenging teaching and learning.
- Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning.
- Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning.

Focus area 2 Strategic Professional Learning	Process	Practice	Product	People	Measurement
	Establish effective cross campus faculty and focus teams to make evidenced based decisions to:	In our teams across the college we will:	In our teams across the college we will:	<ul style="list-style-type: none"> All Faculty Teams The College PL team The Senior Leadership team 	<ul style="list-style-type: none"> Observations and walkthroughs indicate teacher practice for quality feedback is evident all classrooms All staff understand the learning needs of Stage 4, 5 and 6 learners 100% of teaching and non-teaching staff have a negotiated PDP
	<ul style="list-style-type: none"> Build ownership within the team. Implement regular check-ins to monitor progress. 	<ul style="list-style-type: none"> Apply team based accountabilities and responsibilities; Utilise practices for reflection, feedback and validation; and Address the identified learning needs of Aboriginal students and non-Aboriginal students, Stage 4, 5 and 6. 	<ul style="list-style-type: none"> Sustain our effective teams; Make common practice the enablers such as team leadership, evidence based decision making and goal setting; and Have Aboriginal cultural competency programs for use across the college. 	<ul style="list-style-type: none"> All Faculty Teams The College PL team The Technology Team 	<ul style="list-style-type: none"> Beginning teacher and HT induction programs implemented Aboriginal cultural competency training implemented

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1.Establish effective cross campus teams	Re Est cross campus faculty and focus teams. Re Est College PL team Development of criteria for effective teams	Teams have analysed their effective meetings data and decided on refined strategies.	Teams understand how to effectively check-in	Teams are checking in on feedback	Teams are sharing knowledge and resources		Teams continue to check in on faculty strategies and refine actions	Faculty and focus teams have a common purpose and have developed ownership and commitment. Supervisors know how to check-in and measure growth.
	  	  	  	  	  	  	  	  
2.Share and reflect upon practices to build consistency and sustainability.	Induction program Implemented for new and beginning teachers All mandatory training completed	Induction program for Beginning teachers continues throughout 2016 PL Implementation Timeline distributed to all Exec	HT Consistency folders are distributed HT Induction program begins		HT Induction program ongoing		Satisfaction survey for College PL	Answer to PL needs of staff and CMG.
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment

Resources

Monitoring efficient and effective use of resources

Strategic Direction 2: Accomplished Staff – Led by Nigel White

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

- Promote and model lifelong learning through engaging, innovative and challenging teaching and learning.
- Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning
- Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning

	Process	Practice	Product	People	Measurement
Focus area 3 Enhancing Technology	Build the capacity of the technology team to: <ul style="list-style-type: none"> Evaluate the future and develop a flexible technology platform. 	The technology team will: <ul style="list-style-type: none"> Assess and collaborate with other college teams to support the organisational and Professional Learning needs of staff in technology skills; and Deliver and support the college staff with PL on technology skills; 	In our teams across the college we will have: <ul style="list-style-type: none"> Sentral & Edval as a consistent platform for school business; Data driven decisions on the technology needs of staff at Dubbo College that informs professional learning; The Library as a Learning Centre; and, Design technology needs based Professional Learning. 	<ul style="list-style-type: none"> College Technology Team College PL team CMG Executive Principal 	<ul style="list-style-type: none"> Technology Needs Audit Teacher and system survey Implementation of a learning centre focus in library Asset management needs
	Develop and implement business plan for future technologies.	Make links with other schools in the Macquarie Network of schools and provide technology support.	<ul style="list-style-type: none"> Embedded a sustainable technology strategy K-12; and, Provide a support network beyond Dubbo College. 	<ul style="list-style-type: none"> College Technology Team 	

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Enhance Technology through a flexible technology platform	Technology Audit Technology team est. DP with key contacts in each campus.	Technology team leader – coaching PL Clarification of Roles	Refine <i>Sentral</i> and <i>Edval</i> process and PL of Staff	Review Technology Plan Plan BYOD – Draft Strategy Implement BYOD Strategy		PL and refinement ongoing for Edval and <i>Sentral</i>	Review BYOD <i>Sentral</i> Launch at Senior	
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2. Develop and implement business plan for future technologies.	Technology business plan developed	Promotion of business plan- Offer and Provide services that improve efficacy in technology						
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Evaluation

Evaluation processes and impact assessment									
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Resources

Monitoring efficient and effective use of resources									
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Strategic Direction 3: College Community - Debbie Head

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 Lifting the profile of the College in the community	Process	Practice	Product	People	Measurement
	To lift the profile of Dubbo College we will:	Develop commonly agreed consistency with:	In our teams across the college we will have:	<ul style="list-style-type: none"> The Promotion and Engagement team. The Senior Leadership Team. SASS and enrolment team 	<ul style="list-style-type: none"> Increased enrolments of students by 10% from Feb 2015 to the end of 2017. 15% increased enrolments at Delroy campus and 10% at Senior campus
	<ul style="list-style-type: none"> Promote the college at every opportunity in a variety of forums. 	In our teams across the college we will:	<ul style="list-style-type: none"> Technology used to promote school messages beyond the College into the community; A publicity strategy implemented; Student excellence is celebrated in public forums; and, Quality relationships K-12 including cross campus. 	<ul style="list-style-type: none"> The Technology team. The Publicity team Promotion and Engagement Directorate 	<ul style="list-style-type: none"> Increased connection to social media by 10% for Facebook hits Development of an Aboriginal Ed Team

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Implement a Promotion and Engagement review	Uniform colours and new logo outlined	Uniform Decided Develop timeline for Uniform Implementation	EOI's to Primary Schools Promotional imagery	Appeals to schools	Rebadging of the college.			New College Uniform is owned for implemented in 2017
	  	  	  	  	  	  	  	  
2. Promote the college at every opportunity in a variety of forums.	Updating facebook, website and school app.	School plan up loaded onto the school website	Review sponsorship and community commitment to College Presentation night.		Increased Sponsorship in the college		Re-establish the website with key messages and new imagery	Increase the profile of Dubbo college
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment					Sponsorship money		Review Hits to website Number of new enrolments	
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Resources

Monitoring efficient and effective use of resources								
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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.

	Process	Practice	Product	People	Measurement
Focus area 2 Building meaningful links with the community	In our teams across the college we will: <ul style="list-style-type: none"> • Ensure learning is based on real life contexts and connections with the community; 	In our teams across the college we will have: <ul style="list-style-type: none"> • Authentic assessment and programming with real world relevance evident; • Community members used to increase the engagement of students; and • Resourcing Science to develop project based learning projects. 	In our teams across the college we will have: <ul style="list-style-type: none"> • Strengthened relevant teaching and learning programs incorporating community issues; • Created stronger links with the community in the world of work; and • Implement project based learning in Science, Rural and Remote. 	<ul style="list-style-type: none"> • College Faculty teams • The Equity teams. • Careers team 	<ul style="list-style-type: none"> • Students on work placement • ETOW data • Collaboratively developed Aboriginal education strategic plan for each campus • Campus “on show” exhibitions
	Provide opportunities for parents and community to be involved in: <ul style="list-style-type: none"> • Collaborative school planning. • Supporting school activities. • A college evaluation of Aboriginal Education. 	<ul style="list-style-type: none"> • Relationships with external providers to support student achievement; • Opportunities for community members to participate in school planning; • Regular opportunities provided for parents to contribute to the learning of their children; and • Review findings embedded from the evaluation of Aboriginal Education. 	<ul style="list-style-type: none"> • Collaborated with a proactive AECG / P&C for school improvement; • College wide community and cultural events; • Dubbo College being visible in the community; and • Aboriginal Education review. 	<ul style="list-style-type: none"> • College Faculty teams • The Equity teams. • ETOW • AVID team 	

Milestones

2017 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Ensure learning is based on real life contexts and connections with the community	Parent meeting AVID	Aboriginal Health Checks completed				Campus NAIDOC Days	Evaluate key equity teams	The community is engaged more in Dubbo College through communication and involvement.
	  	  	  	  	  	  	  	  
2. Provide opportunities for parents and community involvement	Audit and evaluation of College Equity Programs							
	  	  	  	  	  	  	  	  

Evaluation

Evaluation processes and impact assessment	Audit and evaluation of College Equity Programs				Review of Science Best and Brightest			
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Resources

Monitoring efficient and effective use of resources								
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