

School plan 2018-2020

Dubbo College Delroy Campus 8543



School background 2018–2020

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

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 College and Campus 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).

The 2018–2020 plan was developed as a College plan so all campuses are aligned in moving all students forward. Each campus customised the College plan by developing their own milestone that address local needs as well as addressing the College's strategic directions. In developing the College plan the College senior executive and whole staff undertook a detailed collaborative process to determine the current strengths and identified area for improvement. The whole school community, the Aboriginal working party and local AECG were part of the consultation process.

As a result our key focuses are on improving the academic achievement of all students across all years and embedding, across all Key Learning Areas, literacy and numeracy strategies based on evidence from NAPLAN. All teaching and learning programs show evidence of adjustments for learning, 8 ways of Aboriginal pedagogy and Aboriginal cultural perspectives. Another key area is developing the holistic wellbeing of each students through a strong Positive Behaviour for Learning program, a focus on developing core values that will allow students to become productive and positive contributors to their community and who care about others. A comprehensive learning and support program operates and staff focus on ensuring all students are known, cared for and valued. Staff professional learning in Advancement via Individual Learning (AVID) focuses on 21st century learning skills such as collaboration, creatively, communication, critical thinking and problem solving is a key strategy as part of the Best and Brightest program.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

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

Purpose:

To provide a whole college approach to the delivery of quality learning experiences that are focussed and enable students to develop strong literacy and numeracy skills as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

STRATEGIC DIRECTION 2

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

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a stimulating and engaging professional environment for educators, supported by a culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas using the Learning and Thinking Scope, AVID teaching strategies and the expertise in subject areas.

STRATEGIC DIRECTION 3

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

Purpose:

Our purpose is to create a culture of high expectations build stronger community engagement resulting in sustained and measureable whole school improvement. Within this, we are particularly focused on using research, evidenced based strategies and innovative thinking in designing and implementing our school plan.

Strategic Direction 1: Excellence in Learning – Students are successful learners, leaders, productive citizens and positive contributors to society.

Purpose

To provide a whole college approach to the delivery of quality learning experiences that are focussed and enable students to develop strong literacy and numeracy skills as self-directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

* All programs meet the learning needs of all students

* Increased number of students with high value added results

* Increased proportion of students, both Aboriginal and non-aboriginal, in the top two NAPLAN and NESA bands.

* Improved levels of student wellbeing and engagement

* Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school

* All students with a ROSA, Year 10 certificate, traineeship or full time work.

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communications skills to achieve their learning goals.

Staff

Work collectively to differentiate their teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy . Enable students to set and achieve their learning goals.

Model high expectations and standards that reflect whole school expectations of excellence.

Parents/Carers

Collaboratively develop learning goals with student and teacher and support students in achieving those goals.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Leaders

Establish structures and processes to identify, address, monitor student-learning needs, and collect evaluation data.

Processes

Deliver student centred experiences which enable students to set, evaluate and achieve their learning goals through the Thinking Learning Scope.

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

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

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM surveys (Tm1 and 3)
- Focus groups and internal surveys
- Wellbeing Self-Assessment Tool
- Personalised Learning data (e.g. SMART goals)
- Ongoing review of NAPLAN, HSC and PLAN data
- Internal student performance data
- Classroom Observations

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued, respected and nurtured to ensure continuity of quality student learning.

Products

A student centred learning environment exists where all students are supported, challenged and are receiving timely and meaningful feedback on their learning, to inform direction.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.

Strategic Direction 2: Excellence in Teaching – All staff are highly professional, engaged in best practice and are committed to continual improvement.

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a stimulating and engaging professional environment for educators, supported by a culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas using the Learning and Thinking Scope, AVID teaching strategies and the expertise in subject areas.

Improvement Measures

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

People

Students

Provide timely and respectful feedback to teachers on their learning experiences.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise the impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high impact on student learning.

Parents/Carers

Engage in quality teaching and learning information activities, using the parent portal and providing feedback around assessment and teaching strategies.

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices)

Processes

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

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

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

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide survey (Term 1)
- Teacher, parent and student TTFM surveys (Term 3)/Internal
- Evaluation of NAPLAN/HSC data (Term 1/3)
- Meeting minutes
- Lesson plans/teaching programs (each term)–* Classroom observation data (each semester minimum)
- Teacher reflections (pre and post)
- SMART data
- Attendance data
- PDP data

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the required skill in each syllabus.

Strategic Direction 3: Excellence in Learning – School leaders enable a self-sustaining and self-improving community that support the highest levels of learning

Purpose

Our purpose is to create a culture of high expectations build stronger community engagement resulting in sustained and measureable whole school improvement. Within this, we are particularly focused on using research, evidenced based strategies and innovative thinking in designing and implementing our school plan.

Improvement Measures

- * Improve evaluation and data collection tools and practices to measure participation rates
- * Increased proportion of excelling elements when self-assessing against the School Excellence Framework
- * Increase collaboration with all public primary schools in Dubbo

People

Students

Involvement in the development of the processes and priorities of the school.

Staff

Implement syllabus and associated assessment and reporting processes that meet NESA and Department of Education requirements, forming quality student learning. Staff are actively involved in the teacher accreditation process, are high functioning with a focus on continual self-improvement.

Parents/Carers

Engage in a range of school-related activities, which help build the school as a cohesive, vibrant and dynamic educational community.

Leaders

Demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.

Processes

Educational Leadership: Continued building of high quality educational leadership, leading measurable student achievement.

Future focussed pedagogy: To have a functioning futures learning team.

Community and Engagement: Continue to build strong links and meaningful relationships within the school community and key stakeholders.

Evaluation Plan

All data will be analysed collaboratively:

- Parent and students TTFM surveys (Term 3)/Internal
- Dubbo College futures planning survey
- Meeting minutes
- Teacher PDPs
- Teacher reflection (pre and post)
- Annual school report and school Excellence Framework
- Staff access to professional learning

Practices and Products

Practices

Staff teams use research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

Principals and staff lead a professional learning community, which is focused on continuous improvement of teaching and learning.

Products

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of building teacher capacity.