

School plan 2018-2020

Dubbo College Senior Campus 8110



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. 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. Senior Campus has an enrolment of approximately 510 students 32% of these are ATSI students.

School planning process

The school has used a wide range of tools and data to evaluate the 2018–2020 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 TTFM (Tell Them From Me).

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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

To provide a whole campus approach to the delivery of quality learning experiences that are focussed and enable students to develop strong skills as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational young adult learning culture which will support the academic, emotional, social, physical and spiritual wellbeing of all students

STRATEGIC DIRECTION 2 Excellence in Teaching

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

Purpose:

Passionate and skilled leaders who model instructional leadership support lifelong learning. Our purpose is to create a culture of high expectations and 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

Purpose

To provide a whole campus approach to the delivery of quality learning experiences that are focussed and enable students to develop strong skills as self-directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational young adult learning culture which will support the academic, emotional, social, physical and spiritual wellbeing of all students

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

All programs meet the learning needs of all students.

Achievement of excellent value-added results, significantly above the value added by the average school.

All students will achieve their year appropriate expected growth in academic performance in Stage 6

Improved levels of student wellbeing and engagement.

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

People

Students

Students are reflective learners they, learn and develop their critical thinking, problem solving, collaborative and communications skills to achieve their learning goals.

Staff

Work collaboratively to implement teaching and learning programs that are dynamic and show evidence of revisions based on feedback and teaching practices, consistent and reliable student assessment. Staff ensure learning programs show evidence that they are adjusted to address individual students needs ensuring that all students are challenged and all adjustments lead to improved learning. Model high expectations and standards that reflect the schools values (Respect, Integrity, Strive, Equity).

Parents/Carers

Collaboratively engage with student and staff and support students in achieving their learning 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 and monitor student-learning needs and collect

Processes

Curriculum and Learning: The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced with learning alliances with TAFE Western and South and Delroy Campus and University programs.

Personalised Learning: Ensure learning is data driven and based on formative assessment practices. Timely, targeted intervention and feedback for all students reflects best practice and student's access tailored support via continuity of learning for all students at transition points, extensions, or enrichment to maximise outcomes.

Student Wellbeing: Implement a whole school, evidenced based, integrated approach to student well-being in which students can connect, succeed and thrive.

Evaluation Plan

All data will be analysed collaboratively:

- Student surveys (Tm1 and 3)
- Focus groups and internal surveys
- Wellbeing Self-Assessment Tool
- Personalised Learning data (e.g. SMART goals)
- Ongoing review of HSC 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 and nurtured to ensure continuity of quality student learning.

Products

A young adult 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 young adult learning environment.

Strategic Direction 2: Excellence in Teaching

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 number of teachers accredited at Highly Accomplished and Lead Teacher professional standards.

All staff engaged in a quality Performance and Development process.

Increased number of teachers using LTS and 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 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 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

Research Informed Teaching Practice: Draw on reputable research to develop and implement high quality professional learning to support best practice in teaching, through the Dubbo College Learning and Thinking Scope and AVID.

Implementation of consistent teacher protocols, including feedback, LTS and AVID strategies; ensuring a whole school approach of the most effective evidence-based teaching methods to optimise learning progress for students, across all range abilities.

All classrooms and other learning environments are well managed with a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide survey (Tm1)
- Teacher, parent and student TTFM surveys (Tm 3) / Internal
- Meeting minutes
- Lesson plans/teaching programs (each Term)
- Classroom observation data (each semester minimum)
- Teacher reflections (pre and post)
- Smart Data

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach which is research informed to improve HSC results.

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

Products

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

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

Systems are embedded to ensure consistent teacher practise in the implementation of the most effective strategies to improve teaching and learning.

Strategic Direction 2: Excellence in Teaching

Processes

- Attendance data
- PDP data
- Wellbeing data

Strategic Direction 3: Excellence in Leading

Purpose

Passionate and skilled leaders who model instructional leadership support lifelong learning. Our purpose is to create a culture of high expectations and 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 inform decisions.

Increased proportion of excelling elements when self-assessing against the School Excellence Framework.

Increased number of teachers accredited at higher levels of accreditation.

People

Students

Involved in the development of the vision, values 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 and supports student achievement..

Leaders

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

Processes

Educational Leadership: The leadership team establishes a professional learning community which is focused on continuous improvement in consistent teaching and learning and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease with a focus on Aboriginal students.

Community and Engagement: The leadership team measures school community (parent and student) satisfaction and engagement and shares its analysis and actions in response to the findings with its community.

Future focused pedagogy: The leadership team supports learning strategies that are consistently and expertly integrated into lessons by teachers providing a sustained culture of effective evidence based teaching.

Evaluation Plan

All data will be analysed collaboratively:

- Parent and student TTFM surveys (Tm 3) / Internal • Dubbo College futures planning survey
- Meeting minutes
- Teacher PDP's
- Teacher reflections (pre and post)
- Annual School Report and School Excellence framework
- Staff access to Professional Learning

Practices and Products

Practices

Staff 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 abilities and needs of students.

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