

# School plan 2018-2020

## Dubbo College South Campus 8417



DUBBO  
COLLEGE

SOUTH CAMPUS

# School background 2018–2020

## School vision statement

That Dubbo College provides a world class secondary education for the 21st Century.

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 well-being 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 context

Dubbo College South Campus was founded in 1965 and at the time was called Dubbo South High School. It was located in a church hall near Dubbo Public School. In 1967 the school was moved into South Dubbo and in 1969 the first year 12 students completed their Higher School Certificate. In 2001 DSHS became part of the newly constituted Dubbo College catering to years 7 to 9 and then in 2010 the campus increased its clientele to include year 10.

Dubbo College South Campus is part of Dubbo College, a three campus collegiate enrolling approximately 1750 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. South Campus is one of two junior campuses enrolling approximately 723 students in Years 7, 8, 9 and 10 with 33.9% of students identifying as Aboriginal.

## 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. 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.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Excellence in Learning

### Purpose:

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

To provide a whole college approach to the delivery of quality learning experiences that are focused 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 well-being of all students.



## STRATEGIC DIRECTION 2 Excellence in Teaching

### Purpose:

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

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:

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

Our purpose is to create a culture of high expectations build stronger community engagement resulting in sustained and measurable 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 and making whole school improvement.

# Strategic Direction 1: Excellence in Learning

## Purpose

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

To provide a whole college approach to the delivery of quality learning experiences that are focused 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 well-being 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 well-being 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, trainee-ship 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 teaching to meet students' learning needs and provide 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 their child and teachers, to then, actively support them to achieve these goals.

### Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and well-being.

### 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 personal learning goals.

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

Student TTFM surveys (Tm1 and 3)

Focus groups and internal surveys

Well-being 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 learning experiences.

The school builds strong partnerships with all stakeholders to ensure successful transitions and continuity of quality student learning to post school pathways.

Individual strengths and differences are acknowledged and celebrated within the school community with all students' learning and well-being needs supported.

### Products

Teachers personalize the learning environment to support and challenge students. Fostered through high expectations, celebrating achievement, providing choice and development of relationships.

Positive partnerships across the school community underpin a productive and aspirational learning environment through structured transition points and support for post school options.

Students receive timely and meaningful feedback on their learning to inform learning goals.

# Strategic Direction 2: Excellence in Teaching

## Purpose

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

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 are ongoing learners who become experts in identified professional learning strategies and personal goals identified in their PLP's

Draw on educational research and innovation in best practice to provide learning that is relevant, motivating and challenging.

Develop collective efficacious practices among teachers to implement school wide school improvement in teaching.

## Evaluation Plan

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 approaches that are research informed.

Specific initiatives for Literacy and Numeracy are implemented across the school.

Teachers collaboratively and individually analyse, interpret and extrapolate data to determine learning gaps and improve learning outcomes.

Teachers have high expectations of learners as they collectively embed school wide practices.

### 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 judgments about student progress based on deep knowledge and understanding of the required skill in each syllabus.

Technology that supports learning is available and effectively used to enhance student outcomes.

# Strategic Direction 3: Excellence in Leading

## Purpose

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

Our purpose is to create a culture of high expectations build stronger community engagement resulting in sustained and measurable 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 and making whole school improvement.

## 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

Continued building of high quality educational leadership to aid in leading measurable student achievement.

To have a functioning futures learning team that uses research and professional learning to leads future focused pedagogy across the school.

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

## Evaluation Plan

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.

Systems in the school support opportunities to build leadership, organizational and managerial efficiency and effective communication.

### Products

The school is recognised because it uses best practice to embed a culture of high expectations and impact on learning progress as well as effectively cater to the range of equity issues in the school.

The school is recognised as a leader for its effective practices, ongoing improvement and active support of building teacher capacity.

The school engages in strong collaborations between parents, students and the community supporting the individual needs of their children to fulfill their potential.