

Strategic Improvement Plan 2021-2024

Dubbo College Delroy Campus 8543



School vision and context

School vision statement

Our learning community focuses on a strong set of values that allows students to make considered, positive choices to enhance their individual learning pathway so they become respectful, responsible and successful members of their community.

School context

Dubbo College Delroy Campus is situated in a central west regional city with an enrolment of 646 students. The campus delivers education across stages 4 and 5 where students are assessed for the Record of Student Achievement (ROSA). The school has eight support classes and three other specialised classes focusing on targeted individual support. Approximately 50% of our students identify as Aboriginal and Torres Strait Islander. Across Stage 5 the school offers a broad range of elective subjects such as Circus and STEM (Science Technology Engineering and Mathematics) which allows students to tailor their strengths in areas of individual interest.

Delroy Campus is part of a three campus collegiate, Dubbo College, enrolling approximately 1850 students. Dubbo College is the largest provider of secondary education in Dubbo. The College consists of a Senior Campus, catering for students in Years 11 and 12, and two junior campuses, Delroy Campus and South Campus, catering for students in Years 7 to 10.

The school values the provision of innovative, individualised curriculum which enables all students to have high-level individual growth. Students are engaged in a range of educational, cultural and extra-curricular activities to support holistic development. The school has a strong focus on improving literacy and numeracy which aligns to the Premier's Priorities.

Our students succeed, thrive and grow through a whole school focus on Positive Behaviour for Learning (PBL), specialised wellbeing staff and strong Learning and Support team (LST). The school values a supportive partnership with the local community which provides a platform for collaboration to enhance opportunities for students.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents/carers and the Local Dubbo Aboriginal Education Consultative Group (AECG). Through our situational analysis we have identified three strategic areas for continual improvement. Each strategic direction forms a strong foundation for the future of education at Delroy Campus over the next 4 years.

There will be a focus on improving data analysis skills and building teacher capacity in differentiating the curriculum and providing specific individualised feedback to improve student learning.

The school is committed to the continual improvement of pedagogy through quality professional learning and innovative practice, particularly in the use of technology. An effective staff mentoring program will enhance collaboration and sharing to support improvements in teaching and learning.

Underpinning school improvement will be the building and strengthening of authentic relationships and partnerships within the school and the community. The focus will be on the holistic development of students, improved learning and wellbeing outcomes while developing life-long learning skills to create a bright future for all students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to further enhance student learning with an increased number of students exceeding anticipated growth through explicit, high impact teaching and learning. We will analyse our impact by monitoring and checking student understanding to inform next practice.

Improvement measures

Target year: 2022

5.6% increase in the proportion of Year 9 students achieving top 2 bands in NAPLAN reading.

Target year: 2022

6% increase in the proportion of Year 9 students achieving top 2 bands in NAPLAN numeracy.

Target year: 2022

8% increase in the proportion of Year 9 Aboriginal students achieving top 3 bands in NAPLAN reading.

Target year: 2022

7.1% increase in the proportion of Year 9 Aboriginal students achieving top 3 bands in NAPLAN numeracy.

Target year: 2023

6.5% increase in proportion of Year 9 students achieving expected growth in NAPLAN reading.

Target year: 2023

9% increase in the proportion of Year 9 students achieving expected growth in NAPLAN numeracy.

Target year: 2024

100% of teachers use Individual Learning and Support Plan (ILSP) information to inform their teaching and guide students to reach their potential.

Initiatives

Teachers know their students and how they learn

All teachers initiate strategies to build a positive learning environment, characterised by supportive relationships focused on student attainment. To do this all staff will:

- Develop explicit teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- Deliver clear explanations about what students are learning, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- Provide students with detailed and specific feedback about what they need to do to achieve growth as a learner and facilitate opportunities and time for the student to demonstrate the application of this feedback.

Collecting and using data is a routine and regular part of teaching

All teachers using data effectively and embedding it into a whole school framework where all teachers have the capacity to collect and analyse evidence of student learning to:

- Determine the impact of collective and individual teaching practices and use this information to meet the learning needs of students.
- Incorporate a range of formative and summative assessment strategies into classroom practice to collect student learning data at all stages of the learning process.
- Document the deconstruction and evaluation of external and internal student assessment data to identify learning gaps and develop faculty action plans that clearly identify and address learning gaps which will then inform the next steps in student learning.

Success criteria for this strategic direction

Learning environments that support students to connect, succeed, thrive and learn.

Teachers use a range of explicit teaching strategies to explain and breakdown knowledge, skills and understanding, including the explicit teaching of the transferable literacy and numeracy skills in their subject/stage.

Teachers provide explicit, specific and timely feedback that supports improved student learning.

Teachers use a full range of assessment strategies to monitor student learning progress and identify skill gaps for improvement and areas for extension.

Teachers routinely use evidence of learning including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students.

School-wide framework that supports the regular collection and analysis of student learning data. School staff collaborate to use student progress to identify strategic priorities and develop and implement plans for continuous improvement.

Evaluation plan for this strategic direction

Question: How well have the improvement measures that have been implemented further enhance student learning so that an increased number of students exceed anticipated growth through explicit, high impact teaching and learning?

Data: These data sources will be reviewed and analysed by relevant teachers, leaders and teams:

- External student performance measures (NAPLAN, Best Start, Check-in assessment and HSC Minimum Standards) mapped across the past three years.
- Internal student performance measures, student assessment data, formative assessment evident in

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2024

100% of teachers embed formative assessment tools in teaching and learning programs.

Target year: 2024

100% of Aboriginal students have a meaningful Personalised Learning Pathway (PLP) that is valued, regularly actioned and reviewed by all teachers.

Evaluation plan for this strategic direction

teaching and learning programs, classroom observations, student work samples.

- Tell Them From Me (TTFM) student survey.
- Tell Them From Me (TTFM) teacher survey.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

The following questions will be considered:

- Where do we go from here?
- What additional professional learning is required?
- Will this require any changes to school based systems or processes?

Strategic Direction 2: Quality and innovative teaching

Purpose

Our purpose is to develop a culture of improvement and build the capacity of staff. Our teachers evaluate their effectiveness through reflection. Teachers adapt their practice and implement innovative curriculum as a result of quality targeted professional learning and self evaluation .

Improvement measures

Target year: 2024

100% of teachers are formally trained in Advancement Via Individual Determination (AVID) strategies and they are embedded into classroom practice and all teaching and learning programs.

Target year: 2024

100% of teachers implement whole school cross curriculum integrated teaching and learning programs for all year groups.

Target year: 2024

100% of teachers are actively engaging in the school mentoring program and activities with a partner school.

Target year: 2024

100% of teachers are proficient in utilising the full capacity of the CommBox technology panels and this is reflected in all teaching and learning programs.

Initiatives

Highly effective mentoring and collaboration

Highly effective mentoring and collaboration processes will lead teachers to reflect, improve and implement quality teaching practice.

- Coordinate an in-school mentoring program which will give staff the knowledge and confidence to become high quality classroom practitioners.
- Build a strong partner school mentor program that will give staff new perspectives, valuable ideas and resource sharing to continue to build their pedagogical capacity.
- Engage in formal training in Advancement Via Individual Determination (AVID) strategies which will form a platform to enhance meaningful collaboration across the school.
- Incorporate a meaningful and effective performance and development process and a faculty-based monitoring structure that will continue to build teacher capacity and performance.

Integrated units and use of technology

Through the use of technology and cross Key Learning Area (KLA) integrated teaching and learning programs, teachers will provide innovative and engaging curriculum and assessment that will promote learning excellence and meet the needs of all students.

- Implement cross Key Learning Area integrated units that will provide engaging and rewarding learning tasks across the school. Students will be able to make solid learning links between all Key Learning Areas.
- Utilise technology, such as the CommBox panels, that will provide engaging and accessible lessons for all students.

Success criteria for this strategic direction

Teachers model and share a flexible repertoire of strategies for classroom management, promotion of student engagement and responsibility for learning.

Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Teaching and non-teaching staff proactively seek to improve their performance.

Technology that supports learning is available and expertly integrated into lessons by teachers.

Evaluation plan for this strategic direction

Questions: How well has the implementation of effective mentoring and collaboration processes led teachers to reflect, improve and implement effective teaching practices?

How effectively has the use of technology and KLA integrated teaching and learning programs promoted learning excellence and met the needs of all students?

Data: These data sources will be reviewed and analysed by relevant teachers, leaders and teams:

- Individual staff Performance and Development Plans

Strategic Direction 2: Quality and innovative teaching

Evaluation plan for this strategic direction

(PDPs).

- NAPLAN, PAT and VALID data will be used to measure student growth as well as internal school assessments.
- Tell Them From Me (TTFM) survey data.
- Staff reflections and self evaluation.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Individual staff Performance and Development Plans (PDPs) are analysed and reviewed to identify common themes to inform targeted staff professional learning.

Collective student growth data is analysed by classroom teachers to identify trends so appropriate adjustments for learning can occur in the classroom. Tell Them From Me (TTFM) survey data is reviewed to measure student confidence in learning.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Thorough analysis of data will inform practice and be used to determine the impact of improving the quality teaching and innovation on student outcomes.

The following questions will be considered:

- Where do we go from here?
- What further professional learning if any do we need?
- What other structures need changing?

Strategic Direction 3: Thriving through connection

Purpose

Our purpose is to build the capacity of all students to succeed by developing positive relationships and resilience within our student body. Our vision is to create an overall sense of belonging that will ensure students are known, valued and cared for by offering a plethora of internal and external opportunities to connect within our wider school community.

Improvement measures

Target year: 2022

8% increase in the proportion of students attending school more than 90% of the time.

Target year: 2023

Contribute to increasing the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to achieve a minimum of the system-negotiated network lower bound target of 55.3%.

Target year: 2024

100% of students reporting a positive level of engagement, self advocacy and connection to the school and community as reported in the Tell Them From Me (TTFM) student survey.

Target year: 2024

100% of parents/carers reporting positive engagement and high satisfaction levels with the Aboriginal Shared Learning Hub as reported in the Tell Them From Me (TTFM) parent and carer survey.

Initiatives

Engaging with the city of Dubbo community

Highly effective engagement with Police Citizen Youth Club (PCYC), Education & Training Out West (ETOW), locally owned businesses and TAFE. These organisations offer programs which enhance and enrich the development of workplace skills, self-motivation, self-confidence and accountability. Building these skills will supplement the development of social and emotional connections established in the school environment and contribute positively to a student's sense of belonging and wellbeing.

- Collaborate with ETOW, PCYC, TAFE and local businesses in the city of Dubbo to offer students opportunities to participate in external programs to increase engagement, develop workplace skills, ensure a sense of connection and increase attendance at school.
- Identify programs that will establish a foundation for building resilience and embed a willingness to succeed and thrive at school and in the workplace.
- Collaborate with external agencies and programs so students can become emotionally, behaviourally and intellectually engaged at school and achieve better outcomes.

Opportunities within Delroy Campus

Promoting and strengthening student wellbeing using a variety of practices and initiatives, such as restorative practice as it builds a positive, inclusive, supportive and proactive culture for staff, students and community which will support a positive learning environment. Enhancing the partnership with community elders will further develop the cultural link for students' connection to school, creating a sense of belonging and a positive wellbeing.

- Proactively facilitate opportunities for student participation in internal programs such as band, sporting teams, Student Representative Council, debating teams, choir, student/teacher activity days and other opportunities.

Success criteria for this strategic direction

There is school-wide collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

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 collaborates with the local community where appropriate. These include decisions about and access to the school assets and resources which delivers benefit to both the school and the community.

Evaluation plan for this strategic direction

Questions: How well has the provision of internal and external programs and opportunities improved attendance and engagement for students?

How effective has the Aboriginal Shared Learning Hub been in enhancing the educational experience for students, developing a deeper sense of belonging whilst maintaining cultural identity?

Data: These data sources will be reviewed and analysed by relevant teachers, leaders and teams:

- Completion rates of students at the end of the different programs.

Strategic Direction 3: Thriving through connection

Initiatives

- Perpetuate social, emotional, behavioural and intellectual engagement through whole school initiatives such as the Success Outcomes Achievement Relationship (SOAR) wellbeing structure.
- Collaborate with community stakeholders in the process of restorative practice as a whole school platform to promote accountability, self-worth and resilience.

Aboriginal Shared Learning Hub

The Aboriginal Shared Learning Hub (ASL Hub) will use collaborative strategies to support the wellbeing of Aboriginal students. These strategies will be developed with the community and families to build and foster a positive learning environment.

- Collaboratively work with families and community to co-design and support the delivery of strategies for learning. This will enhance connection and foster a sense of belonging to support a positive transition to future learning in public education.
- Co-design culturally safe learning programs with community partners.

Evaluation plan for this strategic direction

- Daily attendance and course attendance rates.
- Negative Sentral entries.
- Work samples from the students attending the Aboriginal Learning Hub.
- Tell Them From Me (TTFM) survey data.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

The following questions will be considered:

- How do we promote and encourage students to prepare for their future?
- How do we continually adapt and evolve relevant programs to increase attendance and participation to foster educational success and build a student's capacity to thrive?
- Which community groups need to be involved in the Aboriginal learning hub to enhance engagement in learning?