

Strategic Improvement Plan 2021-2024

Dubbo College Senior Campus 8110



DUBBO
COLLEGE

SENIOR CAMPUS

Bright futures

School vision and context

School vision statement

At Dubbo College Senior Campus, we are committed to creating an inclusive and supportive learning environment that nurtures high expectations and is centred on the school's values of respect, integrity of practice, striving for personal bests and providing equity for all students. Staff work collaboratively using explicit teaching pedagogy to develop literacy and numeracy skills to support lifelong learning and future leaders. Staff, students and community will strive to achieve excellence and prepare students for the transition to post-school success. This is reflective of community aspirations driving future goals to build bright futures.

School context

Dubbo College Senior Campus (DCSC) delivers a wide range of Stage 6 courses examined or assessed for the Higher School Certificate and is a part of Dubbo College, a three-campus collegiate. Dubbo College provides secondary education services to more than 1800 students from Dubbo and surrounding communities.

Since 2016 student enrolment at DCSC has increased each year and is currently 589. 32% of students identify as having an Aboriginal or Torres Strait Islander (ATSI) background. Approximately 8% of enrolments require English as an additional language or dialect (EAL/D) support. There are five classes in the Support Unit.

DCSC provides a broad range of curriculum offerings comprising 40 New South Wales Education Standards Authority (NESA) courses, seven school-delivered Vocational Education and Training (T-VET) courses and seven TAFE delivered Vocational Education and Training (e-VET) courses. Teaching staff engage in regular professional learning so high impact evidence-based teaching strategies are embedded in all course programs.

High expectations for students and support for them to develop capabilities as independent self-motivated learners are central to all DCSC programs and activities. A broad and challenging curriculum at DCSC provides students with choice and access designed to unleash the learning potential in all.

Transition from school to employment or post-school education and training is a key focus in the curriculum and is supported through the Strive for Success program. Negotiated, individualised goals combined with effective careers coaching are key components of this program. The DCSC Careers program provides multi-faceted and individualised support for students to navigate post-school options and pathways and set goals that are both aspirational and achievable.

DCSC focuses on maximising students' achievement in the Higher School Certificate and ensures that each is known, valued and cared for. Wellbeing and the Strive for Success program serve as foundational elements to academic and vocational learning programs and courses. Comprehensive programs for Aboriginal students have been implemented and funded to provide individualised monitoring of student attainment and the provision of targeted support to maximise student outcomes.

Students are also provided with opportunities to participate and excel in a range of curriculum enrichment pursuits that include student leadership opportunities, creative and performing arts activities and sport.

DCSC has developed and sustained links and partnerships with the Dubbo Regional Council, Charles Sturt University, community groups, local support agencies and services as well as local industries to provide the widest possible range of learning and personal development opportunities for students enrolled. Broadening the post-school horizons of students is implicit in all DCSC programs and activities for students.

Regular consultation with the DCSC Parents & Citizens Association and Aboriginal

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Education Consultative Group (AECG) continues to underpin DCSC operations and development which is aligned to the needs and interests of students. Whole DCSC community engagement and consultation involving students, staff, parents, and the AECG has informed a comprehensive situational analysis for DCSC. Key development priorities emerging from this situational analysis include continued development of effective classroom practice through explicit teaching, a planned approach to wellbeing and data use in planning to foster continuous improvement. These are incorporated in the 2021-2024 Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise the learning outcomes of all students in the HSC through a foundation of evidence-based explicit teaching practices to achieve academic success.

Improvement measures

Target year: 2022

The percentage of students achieving HSC course results in the top three bands increases by 7.2%.

Target year: 2022

The percentage of students achieving HSC course results in the top two bands increases by 6.1%.

Target year: 2024

All teachers demonstrate high-quality skills in the explicit teaching of writing.

Target year: 2024

All teachers consistently implement Cornell Notes and Critical Reading.

Initiatives

Great Writers, Great Futures

Improve classroom practice through a focus on the explicit teaching of writing and formative assessment across all courses.

- Establish a whole school approach in the explicit teaching of writing with an emphasis on evidence-based high-impact strategies.
- Embed consistent teacher practice and language in the explicit teaching of writing. This will involve all teachers explaining why students are learning writing, what they are expected to do, how to do it, and what it looks like when they succeed.
- Embed opportunities for students to check their understanding, ask questions and receive clear and effective feedback on their writing.
- Establish collaborative support for teacher performance development, cross-faculty collaborations, and use of instructional leadership in faculty meetings and classrooms.
- Develop staff ability to use formative assessment data to identify learning progress with writing skills.

AVID - Cornell Notes and Critical Reading

Teachers demonstrate proficiency in developing student skills in reading and writing through consistent use of Cornell Notes and Critical Reading, meeting the needs of students in Stage 6.

- Develop high impact professional learning for Cornell Notes and Critical Reading.
- Embed consistent Cornell Notes and Critical Reading practices across all subject areas.
- Strengthen collaboration between faculties to inform best practices in relation to differentiation and implementation of Cornell Notes and Critical Reading.
- Development of staff handbook for newly appointed staff to develop and support their effective use of Cornell Notes and Critical Reading strategies.

Success criteria for this strategic direction

- A whole-school approach ensures the most effective evidenced-based teaching methods optimise learning programs for all students, across the full range of abilities.
- The staff evaluate professional learning activities related to AVID and the Great Writers Great Futures initiatives to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Staff collaboratively engage in cross-faculty discussions and workshops to facilitate professional dialogue, classroom observations and the modelling of effective practice.
- All teachers understand and explicitly teach literacy to students at all levels of achievement, in all subjects with success that can be measured by improved student progress and achievement data.
- Teachers use evidence of learning, including a range of formative assessments, to inform the teaching of writing.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- HSC RAP data
- Scout data
- Student focus groups
- Internal school student and staff survey data
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving

Strategic Direction 1: Student growth and attainment

Initiatives

- Build capacity of AVID site team members to lead the implementation of AVID within their own faculties.

Evaluation plan for this strategic direction

- the intended improvement measures.
- Using evaluation resource hub tools.
- The executive team and whole staff evaluation sessions.

Strategic Direction 2: Students that connect, succeed and thrive

Purpose

Our purpose is to improve a sense of belonging and engagement that is measurable by programs that have been tailored to students' needs. These programs will build positive relationships between staff, students and the wider community.

Improvement measures

Target year: 2024

Increase the percentage of students attending school more than 90% of the time by 5.2%.

Target year: 2024

Increase the school mean in the proportion of students reporting that they are interested and motivated, from 21% as reported through the Tell Them From Me (TTFM) survey.

Target year: 2024

Increase in total VET course completion rates from a baseline of 58.4% across all VET subjects.

Target year: 2022

The proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM survey increases from a baseline of 59.6%.

Initiatives

Strive for Success

The **Strive for Success** program that supports community and parent partnerships will be expanded with a focus on students with a non-ATAR curriculum pattern. The aim is to increase student motivation and the relevance of school for students who aim to transition to employment or trade. This initiative includes programs in partnership with Dubbo Regional Council (DRC).

- Establish links with the DRC to increase industry engagement with non-ATAR students and provide an avenue for students to develop knowledge of industry requirements and what is taught through VET courses.
- Establish further opportunities for students to engage in service periods and work placement, and to increase completion rates of VET courses.
- Embed further opportunities for students to establish post-school goals, to support students' direct transition into meaningful employment, trade training, or tertiary study.

Mentoring and Life Ready

The **Mentoring and Life Ready** programs aim to support students to connect to their learning, have positive and respectful relationships and develop a sense of connection to their school and community.

Mentoring program embeds restorative practice to build positive relationships.

- Teachers complete professional learning in mentoring and restorative practice.
- Develop and embed activities that build student capacities in goal setting, organisation, and time management skills that provide foundations for students' success in learning and achievement of goals.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole-school practices in order to support student wellbeing, engagement and learning.
- Through the mentoring program, all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future direction:

- TTFM data
- Scout data
- Staff survey
- Strive for Success - student and parent internal school data
- SEF SaS

This evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Using evaluation resource hub tools.
- The executive team and whole staff evaluation sessions.

Strategic Direction 2: Students that connect, succeed and thrive

Initiatives

Life Ready program

- Expand the current **Life Ready** program to support student sense of belonging and their development of positive relationships.
 - Embed wellbeing activities to support connections between staff and students, within the Year 11 cohort and between Year 11 and 12.
 - Engage with local community agencies to best meet the individual and collective needs of students and to build on a proactive whole school planned approach to wellbeing.
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Strategic Direction 3: A culture of high expectations and continuous improvement

Purpose

Our purpose is to commit to a culture of high expectations in order to focus and improve on educational outcomes for all students.

We will maintain a challenging, engaging, and supportive learning environment to build a culture of continuous improvement driven by evidence-based practice.

We will improve the educational outcomes for Aboriginal students in partnership with the local AECG and Aboriginal community.

Improvement measures

Target year: 2024

All teachers are able to analyse, interpret and extrapolate data and they collaboratively use this to inform planning.

Target year: 2024

Whole school programs are evaluated using data gathered from the broader community to inform future school directions.

Target year: 2023

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

Initiatives

Evaluative Practice

Evaluative practice is a focus on a disciplined approach to inquiry and reflective practice that helps teachers make sound judgments based on evidence.

- Build the executive team's capacity in data analysis through the delivery of high-impact professional learning.
- Establish an evaluation process applied to school programs that inform planning focussed on continuous improvement.
- Develop systems and staff capacity in the use of the evaluation resource hub to apply effective evaluation practices of whole school initiatives.

Come Deadly, Done Deadly

Come Deadly, Done Deadly is an initiative in response to the Premier's Priority of increasing the proportion of Aboriginal students attaining their Higher School Certificate (HSC) by 50% by 2023, whilst maintaining their cultural identity.

- Deliver high-impact professional learning for all staff in cultural awareness embedded in the school calendar.
- Establish an Aboriginal Learning and Engagement Centre in partnership with the Aboriginal Outcomes and Partnerships Directorate.
- Expand the R.I.S.E program, to meet the learning needs of all students including Aboriginal students, who have had significant gaps in learning re-engage, in stage 6, in order to attain an HSC.

Success criteria for this strategic direction

- The executive team and team leaders effectively evaluate whole-school programs.
- The executive team and team leaders measure school community satisfaction and share its analysis and actions in response to the findings with its community.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.
- The school uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.
- Professional learning communities are focused on the continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future direction:

- MyPL data
- Scout data
- Staff survey
- Parent and community survey
- SEF SaS

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether DCSC is on track to achieve the intended improvement measures.
- Consultation with the local AECG.
- Using evaluation resource hub tools.

Strategic Direction 3: A culture of high expectations and continuous improvement

Evaluation plan for this strategic direction

- The executive team and whole staff evaluation sessions.