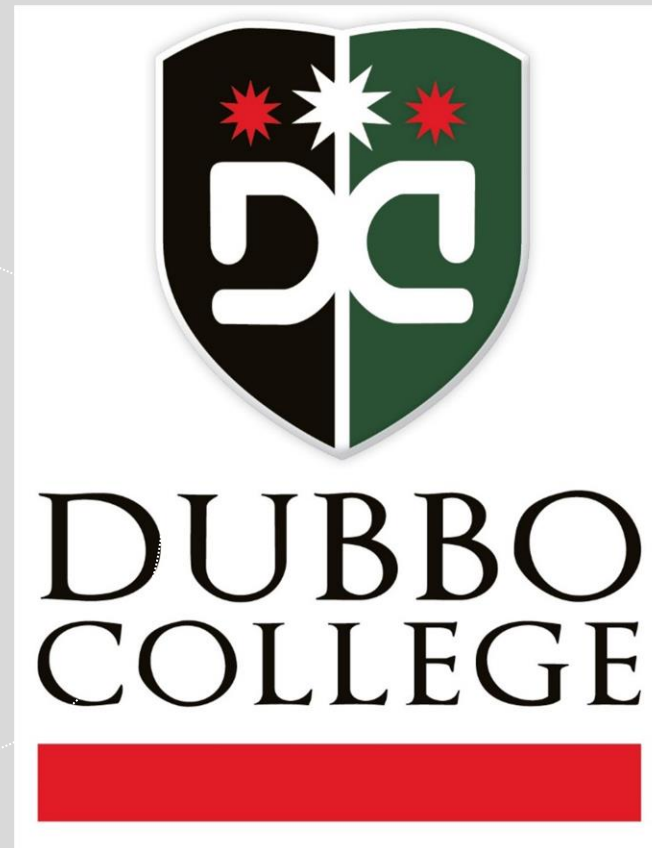


School plan 2018 – 2020



Dubbo College





Dubbo College Strategic Directions Overview 2018 – 2020

College Vision: To create a high quality, dynamic, inclusive learning environment in partnership with our community where all students experience success.

Our Mission: To prepare young people to lead rewarding and productive lives in a complex and dynamic world.

About Us: Dubbo College is a three campus collegiate enrolling approximately 1800 students and we are the largest provider of secondary education in Dubbo. 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. The College 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 catering for students in year 7 to 10. There are Support units for students with special needs at each site.

Excellence in Learning

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

At Dubbo College, young people will develop skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students at Dubbo College begins during the first important weeks of Year 7. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education. Teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Excellence in teaching

All staff are highly professional, engaged in best practice and are leaders within the school, across the college and the wider community.

At Dubbo College, teachers demonstrate personal responsibility for refining their teaching practice in order to improve student learning. Student learning is underpinned in excellent schools by high quality teaching. Teaching in these schools is distinguished by universally high levels of professionalism and commitment. Learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices by sharing expertise in teaching practice.

Excellence in Leading

Dubbo College motivates a strong sense of unity and purpose, which generates positive community engagement.

At Dubbo College, our school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Strategic Direction 1 : Excellence in Learning (Ross)

Purpose	People	Processes	Practices and Products
<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Model high expectations and standards that reflect whole school expectations of excellence.</p> <p>Parents/Carers: Collaboratively develop learning goals with student and teacher and support students in achieving those goals.</p>	<p>Curriculum and Learning: Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set, evaluate and achieve their learning goals through the Dubbo College Learning and Thinking Scope.</p> <p>Personalised Learning: Ensure learning is data driven and based on formative assessment practices and learning continuums. 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.</p>	<p>Practice: 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.</p> <p>Practice: Relationships between all stakeholders are both valued, respected and nurtured to ensure continuity of quality student learning.</p> <p>Product: 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.</p>
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ All programs meet the learning needs of all students. ❖ Increased number of students with high value added results. ❖ Increased proportion of students in the top two NAPLAN and HSC bands. (Aboriginal and non-aboriginal) ❖ Improved levels of student wellbeing and engagement. ❖ Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school. ❖ Increased proportion of students with a HSC, Year 12 certificate or AQF certificate II and above. 	<p>Community Partners: Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.</p> <p>Leaders: establish structures and processes to identify, address, monitor student-learning needs, and collect evaluation data.</p>	<p>Student Wellbeing: Implement a whole school, evidenced based, integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.</p> <p>Evaluation Plan All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • 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 	<p>Product: Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.</p>

Strategic Direction 2 : Excellence in Teaching (Andrew)

Purpose	People	Processes	Practices and Products
<p>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.</p>	<p>Students: Provide timely and respectful feedback to teachers on their learning experiences.</p> <p>Staff: Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.</p> <p>Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high impact on student learning.</p> <p>Parents/Carers: Engage in quality teaching and learning information activities, using the parent portal and providing feedback around assessment and teaching strategies.</p>	<p>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.</p> <p>Collaborative Practice: Working together through planning and refining to develop a progression of learning as well as working towards internal and external assessment.</p> <p>Evaluative Practice: Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.</p>	<p>Practice: Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.</p> <p>Practice: The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.</p> <p>Product: Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.</p> <p>Product: 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.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ 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. ❖ All staff engaged in a quality Performance and Development process which is aligned to the School Plan ❖ Increased number of teachers using AVID teaching strategies. 	<p>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)</p>	<p>Evaluation Plan All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • What Works Best Reflection Guide survey (Tm1) • Teacher, parent and student TTFM surveys (Tm 3) / Internal • Evaluation of NAPLAN/HSC data (Tm1/ 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 	

Strategic Direction 3 : Excellence in Leading (Debbie)

Purpose	People	Processes	Practices and Products
<p>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.</p>	<p>Students: Involvement in the development of the processes and priorities of the school.</p> <p>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.</p> <p>Parents/Carers: engage in a range of school-related activities, which help build the school as a cohesive, vibrant and dynamic educational community.</p> <p>Leaders: demonstrate a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.</p>	<p>Educational Leadership: The leadership team maintains a focus on a a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease with a focus on Aboriginal students.</p> <p>Community and Engagement The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.</p> <p>Future focussed pedagogy: Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.</p> <p>Evaluation Plan All data will be analysed collaboratively:</p> <ul style="list-style-type: none"> • 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 	<p>Practice: 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.</p> <p>Practice: Principals and staff lead a professional learning community, which is focused on continuous improvement of teaching and learning.</p> <p>Product: 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.</p> <p>Product: 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.</p>
<p>Improvement Measures</p>			
<ul style="list-style-type: none"> ❖ 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. 			