NSW GOVERNMENT | Education & Communities

Public Schools NSW

Dubbo College South Campus

Dubbo College Strategic Directions Overview 2015 – 2017

College Vision: *That Dubbo College provides a world class secondary education for the 21st century.*

College 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 whilst valuing citizenship and contribution to the community. Delroy Campus, one of the two junior campuses, has an enrolment of approximately 490 students. 45% of these are ATSI students. South Campus is the other junior campus with 740 students in Years 7, 8, 9 and 10. 28% of students identify as Aboriginal. The Senior Campus has an enrolment of approximately 500 students with 30% of the learning community identifying as Aboriginal.

Student Learning

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

DUBBO COLLEGE FOCUS AREA
Catering for every learner in Stage 4, Stage 5 and Stage 6 through evidenced based highly effective teaching strategies.

Our focus will include:
Enhancing effective cross campus faculty and focus teams to:
1. **Engage the community for learning**
2. **Ensure quality teaching practices to enhance learning by:**
- Building an agreed understanding of the learning needs of our students in each Stage of learning (Stages 4 and 5).
- Implementing quality teaching practices for effective learning in each of the 3 stages of learning – Stage 4 and 5.
- Developing assessment *for, as* and *of* learning.
3. **Catering for every learner through:**
- Enhancing student wellbeing initiatives.

Our targets for improved students learning will be:
- **Increasing attendance by 2%**
- **Maintaining 'value adding' in external data and increasing student achievement by 5%**
- **Implement highly effective facility and focus campus teams.**
- **Transition of students from year 6-7 show reduced negative incidents in term 1 by 10% and in years 10-11 retention is increased by 2 ½%.**
- **50%of students entering the college have ILSP's with a recognised disability.**

Accomplished Staff

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

DUBBO COLLEGE FOCUS AREA
Enhancing the capacity of school and teacher leaders and college teams to reflect analytically and work together collaboratively to improve the learning outcomes for students in Stage 4, Stage 5 and Stage 6.

Our focus will include:
1. **Developing the Leadership Capacity of teachers by:**
- Emphasising cross campus collaboration and implementation.
- Enhancing the effectiveness of meetings, forums feedback and literacy strategies
- Using a coaching framework for reflection and planning.
- Building team based accountabilities and responsibilities.
2. **Strategic Professional Learning**
- To embed Cross Campus data driven decision making.
- Consistent quality teacher practice.
3. **Enhancing Technology**

Our targets for building on the capacity of our staff will be:
- **Student surveys indicate 80% of teachers deliver proficient levels of feedback.**
- **100% of teaching staff have a professional learning plan that identifies areas for development.**
- **All classrooms apply two high leverage pedagogical strategies that answer to the learning needs of Stage 4, 5 and 6 learners.**
- **100% of college teams have a clear purpose and common understanding.**
- **The meetings reflective tool increases in average scores**

College Community

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

DUBBO COLLEGE FOCUS AREA
Lifting the profile of Dubbo College in the community.

Our focus will include
4. **Lifting the profile of the College in the community by:**
- Reviewing and implementing the promotion and engagement strategy.
5. **Building meaningful links with the community**
- Enhancing a quality learning community in public schools K-12.
- Focussing learning on real life contexts.

Our targets for the lifting the profile and standing will be:
- **Baseline data + 5% increase in students wearing the new school uniform.**
- **Increased enrolments of students by 10% from Feb 2015 to the end of 2017.**
- **Increased connection to social media and points of publicity.**
- **Implementation of three campus programs with a year 5-8 focus.**
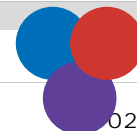
Dubbo College Strategic Directions 2015 – 2017 (long form)

Student Learning

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

- *To instil in students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.*
- *To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.*

Focus Area 1 – Supporting student pathways

Develop community and primary partnerships to support student learning outcomes from entry to Dubbo College South Campus and transition to Year 11

- Effective and seamless transition programs; and
- Creating successful opportunities for students learning pathways

Focus Area 2 – Supporting enhanced learning

Establish effective campus faculty and focus teams to make evidenced based decisions to:

- Build an agreed understanding of the learning needs of our students;
- Focus on agreed quality teaching practices for effective learning; and
- Develop a consistent strategy for our *Best and Brightest* students.

Focus Area 3 – Supporting student wellbeing

Every teacher is responsible for answering to the unique needs of our students. This is achieved through:

- Reviewing and enhancing a student wellbeing strategy;
- Developing staff skills and knowledge to consistently and effectively apply ESES; and
- Enhancing the connectedness of students to the college.

Accomplished Staff

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

- *Ensure quality teaching and learning founded on reflective classroom practice.*
- *Promote and model lifelong learning though engaging, innovative and challenging teaching and learning.*
- *Create an engaged and collegial community of learners who demonstrate curriculum innovation, quality teaching and leadership capability.*
- *Enhance leadership through building capabilities and recognising the unique strengths of staff.*

Focus Area 1 – Development of Leadership Capacity

A coaching Scaffold is developed and delivered to middle managers and Senior Leadership Team to lead strategic educational change.

Focus Area 2 – Strategic Professional Learning

Develop faculty and focus teams to collectively:

- Set strategic directions and build ownership within teams;
- Implement regular check-ins to monitor progress of faculty plans, PDP's and monitoring tools; and
- Share and reflect upon practices to build consistency and sustainability.

Focus Area 3 – Enhancing Technology

Build the capacity of the technology team to:

- Evaluate future technology needs of the college and develop a flexible technology platform; and
- Develop and implement a business plan for future technologies.

College Community

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

- *Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.*
- *Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.*

Focus Area 1 – Lifting the profile of the College in the community

To lift the profile of Dubbo College we will:

- Implement the Promotion and Engagement review; and
- Promote the college at every opportunity in a variety of forums.

Focus Area 2 – Building meaningful links with the community

In our teams across the college we will:

- Ensure learning is based on real life contexts and connections with the community; and
- Provide opportunities for parents and community to be involved in:
  - Collaborative school planning; and
  - Supporting school activities

Strategic Direction 1: Student Learning
All students will be successful learners, leaders, productive citizens and positive contributors to society

- *To instil in all students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.*
- *To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.*

	Process	Practice	Product	People	Measurement
Focus area I Supporting student pathways	Develop community and primary partnerships to support student learning outcomes from stage 3 to 4 and stage 5 to 6 through: • Effective and seamless transition programs	With our primary partners we will: • Establish effective transition teams to collaboratively develop and evaluate transition programs; • Examine the information and data collected and gathered on students to inform student needs and strategic professional learning. • Conduct regular transition meetings to support transition programs.	In collaboration with our teams across the college we will have: • Stage 1 – 6 collaboration; between Primary and Secondary; • Quality college Transition programs Year 6 into 7 and Year 10 into 11 in place; and • *Sentral* embedded in student's information management; • Stage 3 and stage 5 Exit point data to inform practice. • A transition timeline.	• The Transition team (DP's, Year Advisers, L&S Team, Special Education) • Primary Schools • Faculties • Careers team • Clontarf/Girls Academy • Get Real • School Counsellors	• Increasing attendance by 2% • Transition of students from 6-7 and 10-11 results in reduced incidents and consistent student outcomes. • Retention of Aboriginal students years 10-11 • Retention of students years 10-11 • *Tell them from me* student satisfaction survey improve in 3 indicators. • *Composite report* • Destination data
	Create opportunities for students to successfully engage in education to meet personal needs	Within the college community all stakeholders will participate in: • Inclusion of parents and community stakeholders in decision making with students regarding goal setting and career aspirations • Inclusion of school support networks and outside agencies to support attainment of student goals • Communication of student goals and aspirations to all stakeholders	In our teams across the college we will have: • Individual student goal setting • Programs to assist student wellbeing • Providing opportunities for work experience and career aspiration attainment • Adjustments in every classroom.	• Careers • Get Real • Clontarf/Girls Academy • AEO's • The Learning and Support Team (DP, Counsellors, Special Ed, YA's, L&S T) • HSLO • Return to school centre	

Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Develop community partnerships are enhanced to enhance student transition and learning.	DP Transition at each campus. Re-establish the college transition team and meetings.	Meeting with Year 6 transition. Review Transition timeline Student Satisfaction Survey (Transition)	Ongoing transition meeting (College and with Primary Partners) SWANS	Review Attendance Data	Meet with primary partners to assess progress with transition	Continue implementing Transition timeline Collect academic and student data from Primary schools	Learning and Support Policy completed. Transition surveys for Parents/Students completed	Review 2016 transition and refine plan for 2017 - effective transition program for students.
2 Examine curriculum - consistent exit points for students at transition	Programs Finalised	Program Scope and sequence	Monitoring	Review Attendance Data				Review Attendance Data Review Retention Data

Evaluation

Evaluation processes and impact assessment	Feedback from primary partners	Evaluation of *Sentral* as a tool Staff satisfaction survey – use of Transition Data	Evaluation of student incidents (year 7) Evaluation of Teams	Evaluate retention Data year 10-11 Evaluation of *Sentral* as a tool	*"Tell them from me"*	Evaluation of *Sentral* as a tool Destination Data Year 12 for 2017	Student Satisfaction surveys (year 7 and 11) Evaluation of transition data from year 6 and 10	Evaluation of Transition Attendance / retention data

Resources

Monitoring efficient and effective use of resources	DP Transition at each campus Get Real	Year advisers at each campus assigned Career team feedback		College Transition Budget	Career team feedback			

Strategic Direction 1: Student Learning
All students will be successful learners, leaders, productive citizens and positive contributors to society

- *To instil in all students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.*
- *To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.*

	Process	Practice	Product	People	Measurement
Focus area 2 Supporting enhanced learning	Establish effective cross campus faculty and focus teams to make evidenced based decisions to: • Build an agreed understanding of the learning needs of young adult and adolescent learners.	Develop effective faculty and focus teams who will: • Survey of student learning needs; • Use data to reflect on and inform decision making about teaching and learning; • Examine the affect sizes of what teachers do and how that impacts on student learning. For example, effective feedback; and • Develop the skills to examine data on student achievement and learning.	In our teams across the college we will have: • Collaboratively developed KLA specific literacy related strategies are embedded into teaching and learning; • Completed and implemented a review into curriculum patterns including Assessment / Time table / subject selection; and teaching programs; • Aligned student academic reports to the Australian Curriculum and the general capabilities framework; and • Collation of evidence of effective learning and analysis of evidence through quality timely check-ins encouraging direct implementation of collaborative conclusions drawn from evidence directly into every classroom.	• All Faculty Teams • The Technology Team • The Senior Leadership Team • Literacy Coordinator and team	• Improve 'value adding' by 5% in external data 7-9 • AVID class survey indicate 90%+ satisfaction – students/Parents / Teachers

	• Implement agreed quality teaching practices for effective learning including;
	  o Literacy Related strategy;
	  o Effective Feedback; and
	  o Refined Assessment processes.
		• Share our teaching strengths, knowledge and skills;
		• Faculty focus on implementing a literacy strategy with maximum impact;
		• Review, reflect then make consistent, quality teaching and learning practices, including assessment, of faculties;
		• Develop a consistent strategy for our *Best and Brightest* students.
			• Implemented strategies for collegial reflection and consistent program/assessment development;
			• Embedded a faculty literacy initiative into their core teaching and learning;
			• Evaluated teacher practice in feedback and embedded agreed actions consistently into classrooms; and
			• Implemented AVID (Best and Brightest) at South and Delroy.
				• All Faculty Teams
				• The Senior Leadership Team
				• The College PL Team
				• The Literacy team	

Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Build an agreed understanding of the learning needs of young adult and adolescent learners	Agreed College / KLA protocols on Feedback and literacy related strategies revisited Revisit team	KLA Feedback Matrix used as a reflection tool .	KLA Feedback strategies Check-in	PDP Observations on Feedback Check-in week 7 Literacy related strategies implemented	Review Curriculum Patterns KLA agreed Literacy Strategies finalised	Focus on Faculties sharing practice on Effective Feedback to students-check in KLA Literacy strategies check in	Gather data /evidence of feedback-literacy skills Review Effective Feedback and Literacy strategies	2017 plans developed
2.Implement agreed quality Teaching practices for effective learning.	Re-Establish Science Best and Brightest team	Year 7AVID program develop 2016	GAT testing for extension class 2017 Phase 3 -Implementation of Best and Brightest Science. Agreed Assessment focuses	AVID team review Data Collection-Assessment Processes Review and refine Assessment Tasks	Review implementation of AVID Refine ROSA / N-Award Process	Focus on sharing practice used in AVID to students Evaluate results from tasks and assessments	Data Collection on Assessment Review and refine Assessment for 2017	Student learning outcomes have been enhanced.

Evaluation

Evaluation processes and impact assessment	Agreed CSF for effective teams	Review of Effective Feedback Implementation	Effective Teams Survey	Data on Student results and completion rates	Feedback checkin	Effective Teams surveys Data on Student results and completion rates	Data on Student results and completion rates	

Resources

Monitoring efficient and effective use of resources								

Strategic Direction 1: Student Learning
All students will be successful learners, leaders, productive citizens and positive contributors to society

- *To instil in all students the importance of active learning, participation and leadership both in the classroom and in their broadening world as lifelong, independent learners.*
- *To nurture an inclusive school culture where all students strive for personal excellence and participate meaningfully in their school and community.*

	Process	Practice	Product	People	Measurement
Focus area 3 Supporting student wellbeing	Every teacher is responsible for answering to the unique needs of our students. This is achieved through: • Developing staff skills, knowledge and application of ESES.	The Wellbeing teams across the college will: • Be consistent in practices when applying individual and quality teaching adjustments; and • Develop continuum of Learning Literacy Related Strategy	To ensure we support student wellbeing we will have: • Created and appointed the positions of a HT Wellbeing in each campus; • Monitored student attendance, behaviour and academic data to identify students who may need extra support; • High quality ILSP's specifically answer to student needs and close the gap; and • Making appropriate adjustment for every student in every classroom through regular communication with relevant stakeholders.	• All Faculty Teams • The L&S Team • The College PL team • Special Ed • Equity Team	• 100% of students entering the college have ILSP's. • Attendance rates increase by 5% over 3 years • Biannual measurement of the "Tell them from me" Survey. • Audit of welfare programs at Dubbo College • Number of Students on NCCD
	• Reviewing and enhancing a student wellbeing strategy. • Enhancing the connectedness of students to the college.	• Provide student leadership opportunities and a strong student voice in the college community through SRC and AECG; and, • Connect with community networks to support the wellbeing of students with mentoring, liaison between school and agencies and special programs.	• Coordinated community/support programs and agencies to support student learning needs; • Delivered a consistent PB4L program and levels system at South and Delroy; • Aboriginal Education group including students and community members; and • Opportunities for Special Education to integrate into mainstream.	• The L&S Team • The College PL team • AEO's • Clontarf • Special Ed	

Milestones

2016 PROCESS	TERM 1 MID TERM END TERM		TERM 2 MID TERM END TERM		TERM 3 MID TERM END TERM		TERM 4 MID TERM END TERM	
1. Consistent application of the ESES policy;	Re - Establish L&S College team Induction for new teachers to L&S practices	Consistently implement the L&S practices across the campuses Review ILSP's and PDP's	Review the L&S System on *Sentral*	All students with disability have an IEP. Adjustments for individual students in every classroom. All Aboriginal students have a PLP	Review and share adjustment implementation strategies. NCCD	Prepare academic and student data for transition	Analyse and communicate data of incoming students to teachers	Evidence demonstrates how all students have their learning needs catered for.
2. Reviewing and enhancing a student wellbeing strategy	Re-Establish College Equity team HT Wellbeing Campuses	Review and clarify wellbeing roles within the college. Audit of welfare programs at Dubbo College	Establish a College Wellbeing Platform	Review and refine current wellbeing policies to coordinate with Wellbeing initiative.	DP Wellbeing College			Evidence demonstrates that the wellbeing needs of students are being meet.

Evaluation

Evaluation processes and impact assessment	Audit of welfare programs at Dubbo College	Feedback from primary partners	Review the L&S System on *Sentral*		NCDD		Transition Data	

Resources

Monitoring efficient and effective use of resources	L&S Funding Integrated funding Equity Budget				NCDD Budget			

Strategic Direction 2: Accomplished Staff

The staff at Dubbo College are highly professional, engaged in best practice and are leaders within the school, across the college and the wider community.

- *Promote and model lifelong learning though engaging, innovative and challenging teaching and learning.*
- *Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning.*
- *Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning*

	Process	Practice	Product	People	Measurement
Focus area I Development of Leadership Capacity	Coaching scaffold developed and delivered to executive members to lead strategic educational change in their area of supervision. (GROWTH Coaching development)	To support and develop the leadership of executive we will: - Lead educational change from the CMG through to faculties; - Practice the leadership enablers through coaching processes; - Establish effective support and supervision processes; - Clarify leadership processes (the How?); and - Ensure an appropriate mix of collaboration, consultation and communication.	In our teams across the college we will: - Have supportive and collegial faculty and focus teams; - Deliver effective meetings forums; - Implement college wide quality teacher practices e.g. Feedback and Literacy Strategies; - Use the skills of the leadership team to effectively use data to inform reflection and decision making; - Implement a rigorous and reflective process for individuals through the Performance and Development Framework; - Enhance reflection on teacher practice through a coaching framework; - Develop a Head Teacher Induction program; and - Goal setting as a result of collaboration with teacher and HT for PL as per PLP.	- The Senior Leadership Team - The College Management Group - The College Executive team - College Professional Learning team	- Meetings evaluation tool shows targeted improvement 100% of college teams have a clear purpose - DC Team effectiveness reflective tool show targeted improvements - Achievement of PDP goals

2016	TERM 1		TERM 2		TERM 3		TERM 4	
PROCESS	**MID TERM**	**END TERM**	**MID TERM**	**END TERM**	**MID TERM**	**END TERM**	**MID TERM**	**END TERM**
1. Build Leadership and sustainable leadership	Re-Est. SLT with agreed common purpose Agreed Practices for Quality meetings PDF Protocols and timeline are set and agreed to. PDP Goals are set by all teaching staff	SLT – lead a College project Ongoing PL support for teams Exec / faculties implement agreed strategies- Check-in week 7 All supervisors are lead through the PDF Process	Review data from Meetings reflective tool and refine practices Meetings Check-in week4 PDP Teacher observations occur with feedback	SLT - College Project Check-ins Re-evaluate the effectiveness of our teams	Evidence is evaluated using the agreed PDF protocols		PDP Teacher observations occur with feedback provided to teachers Evaluation of PDF Consistent Implementation	We have effective teams and meetings occurring in our college. PDF is effectively implemented
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Evaluation

Evaluation processes and impact assessment		Effective Meetings Reflection tool week 7		Teams reflection Teacher PDP interim report			PDF Teacher survey	Teacher PDP end of year report

Resources

Monitoring efficient and effective use of resources	Beginning Teacher Funding Teacher PL Funds							

Strategic Direction 2: Accomplished Staff

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- *Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning.*
- *Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning.*

	Process	Practice	Product	People	Measurement
Focus area 2 Strategic Professional Learning	Establish effective cross campus faculty and focus teams to make evidenced based decisions to: • Build ownership within the team. • Implement regular check-ins to monitor progress.	In our teams across the college we will: • Apply team based accountabilities and responsibilities; • Utilise practices for reflection, feedback and validation; and • Address the identified learning needs of Aboriginal students and non-Aboriginal students, Stage 4, 5 and 6.	In our teams across the college we will: • Sustain our effective teams; • Make common practice the enablers such as team leadership, evidence based decision making and goal setting; • Have Aboriginal cultural competency programs for use across the college; and • Undertake & implement PL specific to stages 4 & 5 learners.	• All Faculty Teams • The College PL team • The Senior Leadership team	• 100% of college teams have a clear purpose and common understanding. • All staff understand the learning needs of Stage 4, 5 and 6 learners • 100% of teaching and non-teaching staff have a professional learning plan that identifies strengths and areas for development. • Newly appointed and beginning teachers complete induction • Faculty meeting minutes reflect check ins for assessments and T & L
	• Share and reflect upon practices to build consistency and sustainability.	• Identify and cater to the professional needs of staff and campuses; • Support teacher quality and accreditation; and, • Effectively use technology, implement ESES, provide effective feedback, build literacy related skills, Aboriginal Education and AVID.	Have consistent college wide practices such as: • An Induction program for newly appointed staff and beginning teachers; • Embedded protocols for assessment and teaching and learning programs; and • Implemented two high leverage pedagogical strategies in each faculty to address effective faculty meetings.	• All Faculty Teams • The College PL team • The Technology Team	

Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1.Establish effective cross campus teams	Re Establish cross campus faculty and focus teams. Re Establish College PL team Development of criteria for effective teams	Teams have analysed their effective meetings data and decided on refined strategies.	Teams understand how to effectively check-in	Teams are checking in on feedback Aboriginal Ed – Equity teams developed	Teams are sharing knowledge and resources		Teams continue to check in on faculty strategies and refine actions	Faculty and focus teams have a common purpose and have developed ownership and commitment. Supervisors know how to check-in and measure growth.
2. Share and reflect upon practices to build consistency and sustainability.	Induction program Implemented for new and beginning teachers All mandatory training completed	Induction program for Beginning teachers continues through 2016 PL Implementation Timeline distributed to all Exec	HT Consistency folders are distributed HT Induction program begins		HT Induction program ongoing HT Needs analysis		Satisfaction survey for College PL	Answer to PL needs of staff and CMG.

Evaluation

Evaluation processes and impact assessment

Resources

Monitoring efficient and effective use of resources

Strategic Direction 2: Accomplished Staff

The staff at Dubbo College are highly professional, engaged in best practice and are leaders within the school, across the college and the wider community

- *Promote and model lifelong learning though engaging, innovative and challenging teaching and learning.*
- *Create collegial teams of learners who demonstrate curriculum innovation, quality teaching and leadership capability supported by professional learning*
- *Enhance strategic leadership through building capabilities to reflect and improve teacher practice and student learning*

<table>
<tr><th></th><th>Process</th><th>Practice</th><th>Product</th><th>People</th><th>Measurement</th></tr>
<tr>
<td rowspan="2">Focus area 3
Enhancing Technology</td>
<td>Build the capacity of the technology team to:
• Evaluate the future and develop a flexible technology platform.</td>
<td>The technology team will:
• Assess and collaborate with other college teams to support the organisational and Professional Learning needs of staff in technology skills; and
• Deliver and support the college staff with PL on technology skills;</td>
<td>In our teams across the college we will have:
• *Sentral* as a platform for school business;
• Data Audit to drive decisions on the technology needs of staff at Dubbo College that informs professional learning;
• The Library as a Learning Centre; and,
• Design technology needs based Professional Learning.</td>
<td>• College Technology Team
• College PL team
• CMG
• Executive Principal</td>
<td>• Technology Needs Audit
• Teacher and system survey
• Library team have collaboratively developed strategic plan for a learning centre focus</td>
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<tr>
<td>• Develop and implement business plan for future technologies.</td>
<td>• Make links with other schools in the Macquarie Network of schools and provide technology support.</td>
<td>• Embedded a sustainable technology strategy K-12; and,
• Provide a support network beyond Dubbo College.</td>
<td>• College Technology Team</td>
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Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Enhance Technology through a flexible technology platform	Technology Audit Technology team est.	Technology team leader – coaching PL Clarification of Roles	Refine *Sentral* and *Edval* process and PL of Staff Visit Denison College - BYOD	Review Technology Plan Plan BYOD		PL and refinement ongoing for Edval and *Sentral*	Review BYOD *Sentral* Launch at Senior	
2. Develop and implement business plan for future technologies.	Technology business plan developed	Promotion of business plan- Offer and Provide services that improve efficacy in technology		Plan library as learning hub				

Evaluation

Evaluation processes and impact assessment								

Resources

Monitoring efficient and effective use of resources								

Strategic Direction 3: College Community

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

- *Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.*
- *Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.*

		Process	Practice	Product	People	Measurement
Focus area I **Lifting the profile of the College in the community**		To lift the profile of Dubbo College we will: • Implement the Promotion and Engagement review.	Develop commonly agreed consistency with: • Zoning Boundaries for each campus; • Student school Uniform; • Rebadging; and • Communication of Key Messages.	In our teams across the college we will have: • Zoning for Schools re-established and equitable across primary schools transitioning to Dubbo College; • A systematic enrolment process year 6-7 in operation; and • A quality Promotion and Sponsorship strategy in place.	• The Promotion and Engagement team. • The Senior Leadership Team. • SASS and enrolment team	• Baseline data + 5% increase in students wearing the new school uniform. • Increased enrolments of students by 10% from Feb 2015 to the end of 2017. • Increased connection to social media and points of publicity.
		• Promote the college at every opportunity in a variety of forums.	In our teams across the college we will: • Communicate the Key Messages in school business; • Develop enhanced communication systems between all stakeholders; and, • Encourage the use of technology in the promotion of the school and communication with the school community.	• Technology used to promote school messages beyond the College into the community; • A publicity strategy implemented; • Student excellence is celebrated in public forums; and, • Quality relationships K-12.	• The Technology team. • The Publicity team • Promotion and Engagement Directorate	

Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM END TERM		TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Implement a Promotion and Engagement review	Uniform colours and new logo outlined	Promotion/Engagement Timeline Uniform Decided Develop timeline for Uniform Implementation	EOI's to Primary Schools Promotional imagery P/Engagement team created	Appeals to schools	Rebadging of the college. Check-in Promotion and Engagement team		P/Engagement team checin	New College Uniform is owned for implemented in 2017
2. Promote the college at every opportunity in a variety of forums.	Updating Facebook, website and school app.	School plan up loaded onto the school website	Review sponsorship and community commitment to College Presentation night.	On hold messages	Increased Sponsorship in the college	Stationary banners	Re-establish the website with key messages and new imagery	Increase the profile of Dubbo college

Evaluation

Evaluation processes and impact assessment					Sponsorship money		Review Hits to website Number of new enrolments	

Resources

Monitoring efficient and effective use of resources								

Strategic Direction 3: College Community

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

- Cultivate an inclusive, integrated College community with positive collaborative partnerships, shared values and a culture of success.
- Inspire the wider community by building a school culture that encourages effective, meaningful relationships, innovation and high expectations.

	Process	Practice	Product	People	Measurement
Focus area 2 — Building meaningful links with the community	In our teams across the college we will: • Ensure learning is based on real life contexts and connections with the community;	In our teams across the college we will have: • Authentic assessment and programming with real world relevance evident; • Community members used to increase the engagement of students; and • Resourcing Science to develop project based learning projects.	In our teams across the college we will have: • Strengthened relevant teaching and learning programs incorporating community issues; • Created stronger links with the community in the world of work; and • Implement project based learning.in Science, Rural and Remote.	• College Faculty teams • The Equity teams. • Careers team	• Implementation of three campus Equity programs. • Students on work placement • ETOW data • Collaboratively developed Aboriginal education strategic plan for each campus • Sentral data evaluated • Provided by Clontarf
	Provide opportunities for parents and community to be involved in: • Collaborative school planning. • Supporting school activities. • A college evaluation of Aboriginal Education • Wellbeing • Clontarf	• Relationships with external providers to support student achievement; • Opportunities for community members to participate in school planning; • Regular opportunities provided for parents to contribute to the learning of their children; • Review findings embedded from the evaluation of Aboriginal Education; • Opportunities provided by Clontarf for the indigenous community to build positive relationships; and • Implementation of wellbeing policy.	• Collaborated with a proactive AECG / P&C for school improvement; • College wide community and cultural events; • Dubbo College being visible in the community; • Aboriginal Education Health Checks. • Collaboratively developed student wellbeing discipline policy; and • Indigenous student attendance and engagement has increased.	• College Faculty teams • The Equity teams. • ETOW • AVID team • Clontarf	

Milestones

2016 PROCESS	TERM 1 MID TERM	END TERM	TERM 2 MID TERM	END TERM	TERM 3 MID TERM	END TERM	TERM 4 MID TERM	END TERM
1. Ensure learning is based on real life contexts and connections with the community	Parent meeting AVID	Aboriginal Education snapshot completed			Cultural awareness training	Campus NAIDOC Days	Evaluate key equity teams	The community is engaged more in Dubbo College through communication and involvement.
2. Provide opportunities for parents and community involvement	Audit and evaluation of College Equity Programs	School report published						

Evaluation

Evaluation processes and impact assessment	Audit and evaluation of College Equity Programs		Aboriginal Education snapshot report data		Review of Science Best and Brightest			

Resources

Monitoring efficient and effective use of resources								