School plan 2018-2020

Dubbo School of Distance Education 4587
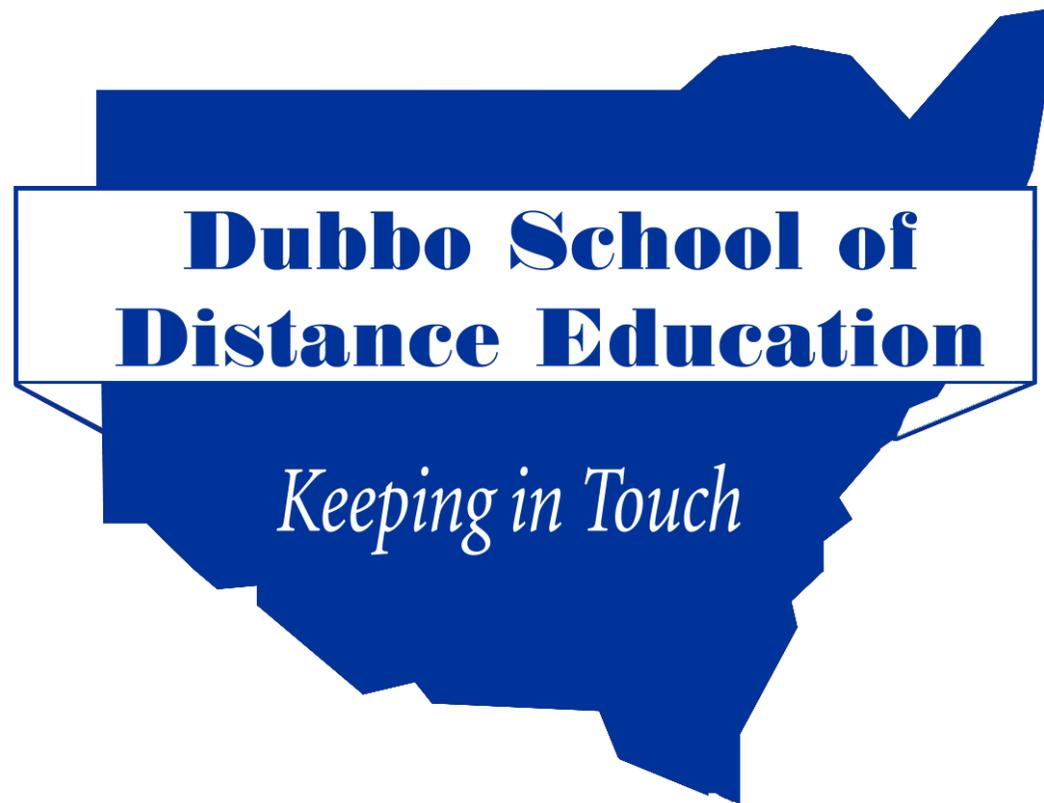
School vision statement

"Quality Learning for our Future"

Dubbo School of Distance Education (DSODE) provides quality learning for our future, where all students aspire to achieve individual success and to strive for excellence.

Staff collaborate to nurture and challenge all students to reach their potential by engaging them in rich learning experiences designed to embrace a continually changing global world.

We acknowledge the diverse background of our school community and work together to promote inclusive learning as an individual and collaborative lifelong process.

School context

DSODE provides educational services for P–12 distance education students from NSW. The school contributes to the lifelong learning of a diverse range of students and their communities.

Complementing traditional learning practices, opportunities exist for students to access learning experiences via workshops, residentials, excursions, educational support centres, field services, study days and a variety of interactive technologies.

Provision for a student population with diverse needs requires dedication, flexibility, creativity, planning and resources. The school offers a wide range of programs and services for all students including those with equity needs. Parents, carers, students, supervisors, staff and community work together to support student endeavours and achievements.

In order to achieve successful engagement in learning it is critical that, at the point of enrolment, detailed information is obtained and provided for all teachers so that effective learning programs can be developed and established. This requires teamwork, extensive planning, excellent communication and informed decision making involving a wide range of students, parents/carers, supervisors and teachers.

School planning process

DSODE is committed to create opportunities for members of the school community to contribute to all aspects of planning including individual and group interactions between staff, students, parents, carers and supervisors. This will be achieved via a range of face–to–face activities and technologies e.g. meetings with stakeholders, teleconferences, satellite and home visits, surveys, Facebook, residentials, forums and electronic communication.

The school community plans to utilise data, information and evidence gathered from surveys, external reviews, and school planning meetings to support student learning and well–being across the school.

In 2017, the DSODE community self–assessed the School Excellence Framework and used this data to inform planning and progression into the 2018–20 School Plan. Analysis of the last 3 year plan was used to identify the school's strengths, opportunities and areas for improvement. This has led to the identification of three new strategic directions as a shared commitment to school development going forward. The plan used the School Excellence Framework elements of Learning,Teaching & Leading to set the three strategic directions:

- Engaged and future–focused learners
- Innovative and collaborative teachers
- Strategic and supportive leaders

The DSODE School Plan 2018–2020 sets clear improvement measures and forms the basis for school improvement for the next three years.

In particular, the plans for expansion of the Hostel Precinct with a new multi–function classroom will facilitate opportunities to incorporate futures learning strategies and support enhanced student learning and teacher professional development.

STRATEGIC DIRECTION 1
Engaged and future–focused Learners

STRATEGIC DIRECTION 2
Innovative and collaborative Teachers

STRATEGIC DIRECTION 3
Strategic and supportive Leaders

Purpose:

Learners will be provided with dynamic, innovative and appropriate learning environments and opportunities to enable individual excellence.

DSODE provides an equity service to cater for a diverse student population with a range of learning needs. Many of these students are unable to engage in learning at their local school for reasons that are unique and varied.

Some students may have been disengaged from learning for a significant time, may enrol at various stages in their learning and often require significant adjustments to their learning program.

Students will be afforded the opportunity to gain skills, and develop respectful and positive relationships with a variety of stakeholders in their educational pathway that enables them to be engaged lifelong learners.

Purpose:

To create a stimulating and engaging learning environment underpinned by collaborative and innovative teaching practices.

Teachers are particularly focused on the delivery of literacy, numeracy and future focused learning skills to meet the diverse needs of all students, staff and community.

A school culture of collaborative practice will be developed whereby staff and students support each other through the use of a variety of appropriate methodologies to deliver curriculum, support engagement and promote a desire to continue learning.

Purpose:

To nurture a school–wide culture of high expectations, a shared sense of responsibility and collaborative decision–making for student engagement, learning, development and success. Leaders ensure that resources are strategically used to achieve improved student educational opportunities and outcomes.

School leaders will utilise evidence–based research and contemporary strategies to support student learning, welfare and delivery of curriculum. They will plan and utilise resources to benefit the whole school community.

Students will be encouraged to access school resources and support to develop their leadership skills across the school community.

Strategic Direction 1: Engaged and future–focused Learners

Purpose

Learners will be provided with dynamic, innovative and appropriate learning environments and opportunities to enable individual excellence.

DSODE provides an equity service to cater for a diverse student population with a range of learning needs. Many of these students are unable to engage in learning at their local school for reasons that are unique and varied.

Some students may have been disengaged from learning for a significant time, may enrol at various stages in their learning and often require significant adjustments to their learning program.

Students will be afforded the opportunity to gain skills, and develop respectful and positive relationships with a variety of stakeholders in their educational pathway that enables them to be engaged lifelong learners.

Improvement Measures

Increase the proportion of staff using research and evidence–based strategies to support and inform their teaching and learning practices.

All full time students will have identified learning goals that teachers acknowledge and utilise to support teaching &learning.

An increased proportion of students will demonstrate active engagement and future–focused learning by participating in school–based activities. (eg. Residentials, learning centres, field services, workshops)

People

Students

Will identify their personal learning and educational goals and will work positively towards achieving these. They will develop skills, knowledge and opportunities that prepare them as active and valued citizens.

Staff

Will use student PIEPs and SMART learning goals to meet the individual learning needs of each of their students. Staff will differentiate teaching strategies and practices to meet their students' learning needs. They will develop their capacity to utilise data and professional learning to support the development of future learning skills for their students.

Leaders

Will ensure all staff share in school–wide collective responsibility for student learning and welfare. They will mentor staff in participating in identified school practices and professional learning.

Parents/Carers

Will collaboratively engage with staff to be informed of student progress in achieving their goals, and to support and strengthen student outcomes.

Community Partners

Will support staff, parent/carers in facilitating the development of positive student outcomes.

Processes

Personalised learning:

Students will collaboratively participate with relevant stakeholders in identifying their own individual learning and educational goals. Their learning progressions and wellbeing will be systematically recorded, monitored, reviewed and supported to increase engagement.

Teacher professional practice:

Teachers will research and utilise a range of appropriate and diverse practices including the analysis of data to meet the ever changing needs of their students.

Leading learning programs:

Leadership teams (eg. Learning Opportunities, Futures Leaning, Curriculum &Professional learning) will develop school programs, practices and resources that support the individual learning needs of students.

Evaluation Plan

- Professional Learning sourced to support implementation of SMART goals, research, Data Use and reporting strategies.
- Professional Learning Committee data (attendance, evaluation and dissemination of skills)
- All full time students have a PIEP or identified SMART learning goals.
- SMS Data and monitoring fortnightly.
- SMS records.
- KLA Plans

Practices and Products

Practices

Students and staff are engaged in the consistent use of assessment data and information to monitor achievements in student learning and inform planning for quality and authentic learning experiences.

Relationships between all stakeholders are valued and nurtured to ensure continuity of quality student learning.

Student learning goals are identified and utilised to inform supportive teacher practice.

Products

Teachers will use data and best practice strategies to demonstrate and support students in developing and progressing personalised SMART learning goals.

Creation of student–centred learning environments where all students are supported, challenged and receive timely and meaningful feedback to inform their future learning directions and development.

Positive and respectful relationships are built across the school community which underpin productive and aspirational learning environments.

Students and staff are aware of, and develop the skills necessary to support future–focused learning.

Strategic Direction 2: Innovative and collaborative Teachers

Purpose

To create a stimulating and engaging learning environment underpinned by collaborative and innovative teaching practices.

Teachers are particularly focused on the delivery of literacy, numeracy and future focused learning skills to meet the diverse needs of all students, staff and community.

A school culture of collaborative practice will be developed whereby staff and students support each other through the use of a variety of appropriate methodologies to deliver curriculum, support engagement and promote a desire to continue learning.

Improvement Measures

Increase the percentage of students demonstrating growth in literacy and numeracy.

Increased use of research based, innovative and collaborative pedagogies.

An increased percentage of students reaching minimum standards to support a stronger HSC.

An increased number of students participating in external standardised testing,, including NAPLAN and VALID.

People

Students

Students will develop their skills and capabilities, including literacy and numeracy for future focused learning. They will develop confidence in completing tasks and will seek the support of teachers and peers to improve their learning.

Staff

Will focus and build on professional learning that supports literacy, formative assessment, innovative and collaborative teaching practices. They will implement programs that reflect research and evidence–based pedagogies to support improved learning and engagement.

Leaders

Will actively mentor staff and support school practices and programs that promote innovation and collaborative practice. They will demonstrate leadership, extend teacher practice and capabilities to improve student learning opportunities.

Parents/Carers

Will provide a safe and supportive learning environment for their students. They will provide relevant information about their student that supports learning and engagement.

Community Partners

Will develop supportive and positive relationships with teaching staff and students to develop new ideas for engagement, development and growth of strong and effective communities.

Processes

Collaborative practice –teaching & learning:

Teachers will collaborate to develop and implement consistent use of best practice and processes for planning, implementing and evaluating teaching &learning programs.

Assessment for learning:

Plan and implement whole school strategies to support student learning through the development of quality formative and collaborative assessment practices, and timely and effective feedback.

Research informed pedagogy:

Research, develop and implement high quality professional learning and support to deliver explicit literacy, numeracy and future–focused teaching and learning strategies that encourage innovative uses of technology, creativity, collaboration and critical thinking skills.

Evaluation Plan

- Current teaching programs, assessment and lesson plans reflecting NESA syllabus requirements.

- Learning adjustments

- Examples of innovative teaching practice.

- Analysis of school based and external data to inform future improved teaching practice.

- Evidence collected to support consistent teacher judgement. (Student work samples)

Practices and Products

Practices

Staff will access professional learning, facilitate and implement whole school strategies in future–focused learning to inform teaching practices and develop learning and wellbeing programs.

Teachers will collaborate to implement innovative pedagogies that support the development, implementation and delivery of new curriculum.

All KLA teachers will imbed explicit teaching of literacy and numeracy into their teaching and learning programs

Products

Stage 4 & 5 students will engage in a literacy program to support their learning progressions towards successful post–school and HSC options.

Teachers will develop formative assessment, feedback and reporting strategies across the school to support curriculum delivery, engaged learning, and successful student achievements.

All KLA plans will reflect collaborative practice, quality assessment, feedback, explicit literacy & numeracy teaching and future–focused strategies to evaluate and monitor teaching programs and learning progression.

Strategic Direction 2: Innovative and collaborative Teachers

Processes

- Technologies utilised to support collaborative practices in learning and engagement.

- Evaluation of milestones by school leadership teams each term.

Strategic Direction 3: Strategic and supportive Leaders

Purpose

To nurture a school–wide culture of high expectations, a shared sense of responsibility and collaborative decision–making for student engagement, learning, development and success. Leaders ensure that resources are strategically used to achieve improved student educational opportunities and outcomes.

School leaders will utilise evidence–based research and contemporary strategies to support student learning, welfare and delivery of curriculum. They will plan and utilise resources to benefit the whole school community.

Students will be encouraged to access school resources and support to develop their leadership skills across the school

Improvement Measures

Increase in opportunities for development of school leadership to support performance, engagement and wellbeing.

Increase in the upskilling of the school learning community (teachers, students, parents)

Increase in school community use of learning spaces, resources and programs to develop leadership and future–focused skills.

People

Students

Students are encouraged to develop future–focused skills, independent learning capabilities and engage in opportunities to create and develop successful learning, leadership and post–school goals.

Staff

Will undertake targeted professional learning and mandatory training to support NESA accreditation and maintenance.

They will support school programs and initiatives that promote a positive school learning culture.

Leaders

Will provide high quality and supportive leadership to promote collaborative teaching and learning opportunities for their staff and students. They will assist staff to establish challenging, innovative and visible learning goals for students, create opportunity to provide quality feedback, assessment and improve teaching practices.

Parents/Carers

Will create an awareness of and ongoing dialogue with teachers to support their students in safe learning environments (e.g. emails, phone calls, reports, surveys, presentation day, newsletters, Facebook, website of school, PIEP discussions).

Community Partners

Will integrate learning opportunities for students by developing connections and

Processes

Leadership professional learning:

Undertake targeted professional learning for school leadership team to build capacity of staff and support improved learning outcomes for students.

Teacher performance:

Develop Performance Development Plans (PDPs) that strongly support evidence–based teaching strategies, collaborative practice and use of innovative technologies to strategically plan for and improve student learning outcomes.

Resource distribution:

Prioritise the distribution of human and physical resources amongst school planning teams(e.g. Learning Opportunities, Futures Learning, Curriculum, Professional Learning, Residential & Field services) to enhance educational provision for all students.

Evaluation Plan

- Leadership team complete Educator Impact online course.
- Evidence of teaching best practice strategies, supported by the PDP process, including lesson observations and individual teacher mentoring.
- Increased numbers of staff actively involved in professional networks, data & evidence gathering and developing positive school culture.
- Teacher and student leadership opportunities across the school identified and developed.
- Student leadership programs identified

Practices and Products

Practices

Leaders access and utilise professional learning to develop and implement shared responsibility across the school to create a culture of trust, support, growth of professional responsibility, wellbeing and positive school culture.

Leaders strategically manage resources including the development of future learning opportunities that improve educational provision.

All teachers become involved in developing a positive school culture through involvement in social and wellbeing activities outside of faculty areas.

Students will be presented with opportunities to develop leadership and future–focused learning skills that will transfer to community and post–school experiences.

Products

The PDP process is refined to enable explicit and clear expectations of staff performance at a high standard to enable professional growth in leadership roles. All teachers will build capacity to be leaders in their own practice.

Development of a collaborative professional learning community focused on continuous improvement of teaching and learning.

Teachers utilise the innovative learning environments to expose students to future–focused learning experiences.

Strategic Direction 3: Strategic and supportive Leaders

People

partnerships with industry, government and non–government organisations to enhance future–focused learning opportunities.

Processes

and developed

- Merit system expanded to include engagement with community.

- PL opportunities for teachers to pursue higher levelsof accreditation (i.e. HAT/LEAD).

- Roles and responsibilities statements reflect distributed leadership.

Dubbo School of Distance Education 4587 (2018-2020)