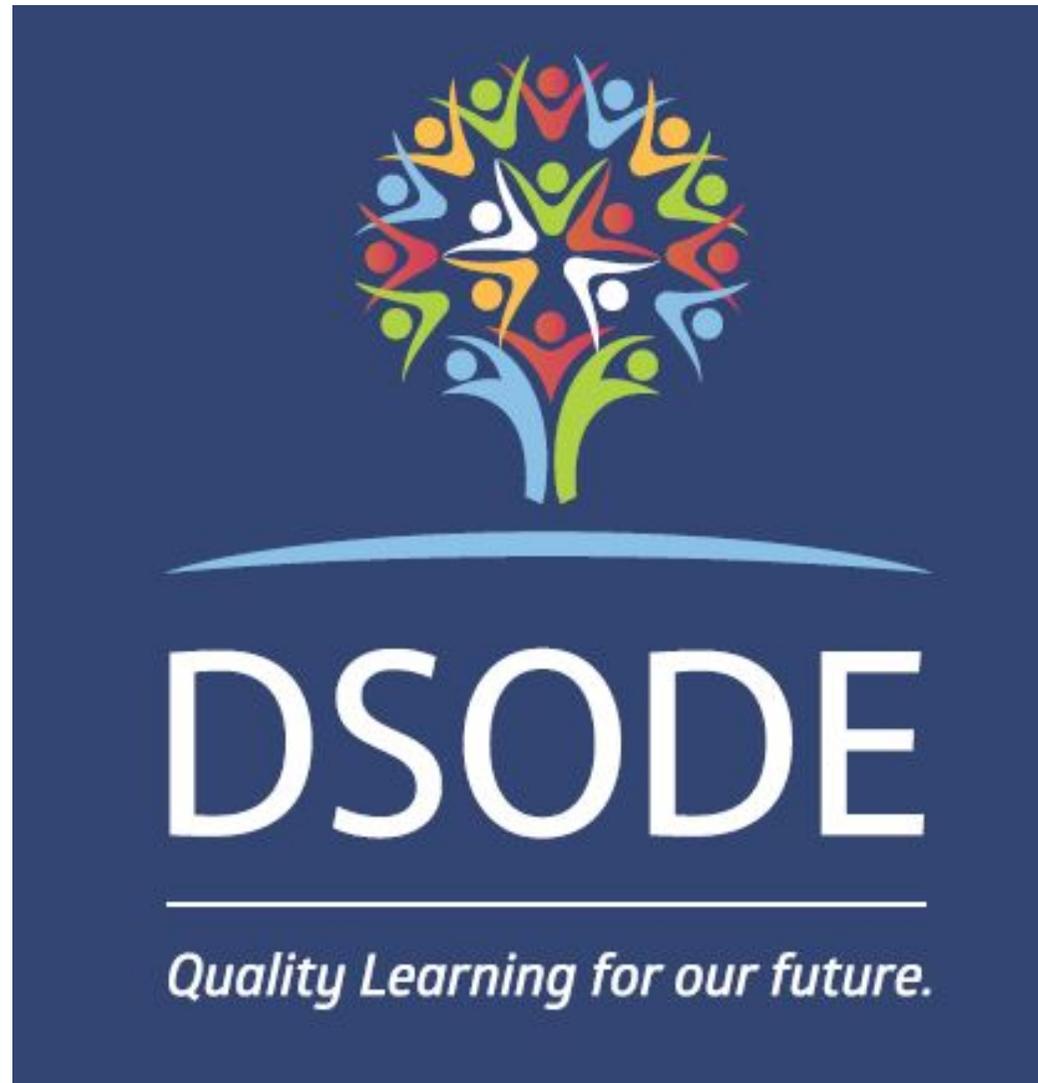


Strategic Improvement Plan 2021-2024

Dubbo School of Distance Education 4587



School vision and context

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 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.

DSODE has committed to transformational changes in the 2021-24 Strategic Improvement Plan (SIP), underpinned by the 4Cs of communication, collaboration, creativity and critical reflection. The school community will be exploring ways of improving the learning of all of its stakeholders to enable voice and agency in a changing world.

Extensive consultation was undertaken during the situational analysis phase leading to the development of the SIP. This included staff and parent/carer surveys, newsletter items and Facebook posts.

The situational analysis highlighted some of our strengths as the use of technologies, field service and residential programs, and communication with students.

Areas for future focus were identified as the use of data to measure student growth, the need for a whole-school literacy and numeracy focus, and monitoring individual student progress to support individual learning.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enable educational achievement, success and a sense of purpose for each student. Collaborative partnerships between home, school and community work towards achieving the expected growth of all students.

Improvement measures

Target year: 2022

The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading increases by 3.8%

Target year: 2022

The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy increases by 4.4%

Target year: 2022

The percentage of HSC course results in the top 2 HSC bands increases by 3.7%

Target year: 2022

The percentage of Year 9 students achieving in the top 2 bands in NAPLAN reading increases by 5.2%

Target year: 2022

The percentage of Year 9 students achieving in the top 2 bands in NAPLAN numeracy increases by 4.8%

Target year: 2023

The percentage of Year 3 and 5 students achieving expected growth in reading increases above 60% (small cohort target)

The percentage of Year 9 students achieving expected growth in reading increases above 60% (small cohort target)

Target year: 2023

Initiatives

Targeted literacy and numeracy learning programs

Targeted literacy and numeracy programs across the school will meet the individual needs of students.

- Embed practices that regularly monitor student progress
- Implement evidence-based programs to support student learning
- Explicitly teach spelling, punctuation and comprehension
- Explicitly teach problem-solving and working mathematically

Targeted HSC Programs

The delivery of targeted HSC learning programs in stage 6 to meet the individual needs of students will include:

- HSC Monitoring
- Staff professional learning targeting HSC syllabus implementation
- Single course support program
- Extended response Professional Learning and support

Success criteria for this strategic direction

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data.

All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Evaluation plan for this strategic direction

Question:

How effective have our interventions been on student progress?

Data:

A range of tools will be used internally to test student achievement in literacy and numeracy, including:

- MultiLit, YARC, Best Start, LLN, and Minimum standards assessment data for literacy
- Maths Pathway, Best Start, LLN, and Minimum standards assessment data for numeracy

In addition, a variety of tools and professional learning opportunities will also be used to support:

- HSC monitoring processes
- DEMS records that demonstrate student achievement
- Student PLPs reflect success and achievement
- Staff PL opportunities - syllabus delivery and explicit teaching (literacy and numeracy)

Strategic Direction 1: Student growth and attainment

Improvement measures

The percentage of Year 3 and 5 students achieving expected growth in numeracy increases above 60% (small cohort target)

The percentage of Year 9 students achieving expected growth in numeracy increases above 60% (small cohort target)

Target year: 2024

Students are achieving higher than expected growth on internal school progress and achievement data

Target year: 2024

Individualised learning will support all students to progress in their learning

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%

Evaluation plan for this strategic direction

- Professional learning calendar and staff PDPs

Analysis:

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

Implications:

Analysis of the data to determine impact will guide both ongoing implementation and will inform future directions in monitoring student growth and achievement.

Strategic Direction 2: Collaborative and innovative practice

Purpose

Our purpose is to provide collaborative opportunities for staff and students to foster an innovative learning culture that supports the diverse needs of the DSOE community.

Improvement measures

Target year: 2024

All teachers embed collaborative practices to support high-quality teaching and learning.

Target year: 2024

All teacher performance is enhanced through expert coaching, mentoring and participation in professional learning networks.

Target year: 2024

All teachers demonstrate explicit teaching practices across the curriculum.

Initiatives

Collaboration

Collaborative teaching and learning opportunities promoted across the school, including:

- The development of stage-based collaborative teaching teams with a focus on academic, social and wellbeing needs of students is established across the school
- Professional learning that targets opportunities for staff to develop a greater understanding of collaborative practices that enhance learning
- Identified opportunities for staff to share ideas, practices and resources to improve teaching and learning to build collective growth and efficacy
- Support cross-faculty collaborations and evidence-based programs guided by the School Excellence Framework
- Develop coaching and mentoring programs to support teachers and leaders

Innovation

Innovative teaching and learning opportunities promoted across the school, including:

- Provision of technologies that support the delivery, content creation, and ability to improve innovative practices.
- Professional learning and teaching practice are informed by research such as CESE's What Works Best and 4Cs Transformative Learning
- Increased opportunities for student engagement and collaboration through the provision of area workshops, field services, learning centres, and synchronous and asynchronous live lessons using innovative technology and pedagogy
- Development of whole-school professional learning focusing on best practice curriculum provision and delivery

Success criteria for this strategic direction

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

The school evaluates professional learning activities to identify and systematically promote and implement the most effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

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

Increased use of digital technologies supports the delivery, content creation, and improved innovative practices in teaching and learning.

Evaluation plan for this strategic direction

Question:

What has been the impact of using consistent, explicit inquiry-based protocols on student performance?

What has been the impact of 4Cs on the implementation of transformative learning?

What impact has professional learning had on teacher confidence and skill to embed explicit teaching strategies?

Data:

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

- Teaching programs, classroom observations, professional learning, student work samples, staff/student/supervisor surveys

Analysis:

Data is analysed and triangulated to determine the extent

Strategic Direction 2: Collaborative and innovative practice

Initiatives

- Consistent whole-school practices that support the development and evaluation of teaching programs
 - Strengthen staff knowledge and capacity in the use of explicit teaching strategies to improve student progress
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Evaluation plan for this strategic direction

to which the purpose and improvement measures have been achieved.

Implications:

Analysis of the data to determine impact will guide both ongoing implementation and will inform future directions in monitoring student growth and achievement.

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

Purpose

Our purpose is to nurture a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Improvement measures

Target year: 2024

Collaboration, communication and engagement with the school community has led to significant improvement in student wellbeing and learning.

Target year: 2024

All staff demonstrate expert use of data to improve student wellbeing and impact of co-developed learning goals.

Target year: 2024

All teachers demonstrate continuous improvement and share their expertise both internally and externally.

Initiatives

Engagement in learning

Opportunities to increase student engagement in learning will include:

- Increased opportunities for face-to-face visits with students
 - A structured feedback strategy for inbound and outbound students that measures a sense of community and connection
 - Development of structures that support student resilience and independence
 - A system that recognises and promotes wider community awareness of student achievement
 - Develop strong partnerships with supervisors and external agencies to support student's identified learning goals
 - Collaboration with professional networks to enhance student learning outcomes
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Quality teaching P-12

Establish and embed a whole-school culture of agreed practices in the delivery of quality teaching through consistent, explicit, systematic, and sequenced teaching of NSW syllabuses using evidence-based practices, including:

- Consistent high-quality teaching and learning programs across all KLAs
 - Teachers demonstrate deep knowledge of the appropriate syllabus
 - Development of statements of intent (learning intentions and success criteria) established for all KLA syllabus delivery
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Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools where useful and practicable. Student's learning and courses of study are monitored to ensure continued challenge and maximum learning.

There is a 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.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The leadership team establishes a professional learning community that is focused on continuous improvement of teaching and learning.

Evaluation plan for this strategic direction

Question:

What has been the impact of high expectations and continuous improvement strategies on student engagement and learning?

Data:

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

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

Evaluation plan for this strategic direction

- Teaching Programs and classroom observations
- Engagement reviews, attendance, behaviour
- Supervisor feedback
- Student transition - return to school/post-school and post-school opportunities
- Student PLPs and career plans
- Formal professional learning processes demonstrate teachers' self-reflection against the SEF and the Australian Professional Standards for teachers.

Analysis:

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

Implications:

Analysis of the data to determine impact will guide both ongoing implementation and will inform future directions in monitoring student growth and achievement.