School Plan 2015 – 2017

Dubbo School of Distance Education

Curriculum & Assessment

Student Learning & Engagement

Professional Practice

Version 2/4/15
### School Vision Statement

DSODE’s Vision is: “To provide quality learning for our future.”

The DSODE community values:

- Attainment of goals and achievement of personal bests
- Integrity, ethical behaviour, respect and honesty
- Equity in response to individual needs
- Responsibility and accountability for actions
- Cooperative relationships
- Diversity of school community
- Learning as an individual and cooperative lifelong process
- Innovation and creativity

DSODE supports the “Melbourne Declaration on Educational Goals for Young Australians” (2008):

**Goal 1:** Australian schooling promotes equity and excellence

**Goal 2:** All young Australians become:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

In addition, supporting the commitment to action, including:

- Developing stronger partnerships
- Supporting quality teaching and school leadership
- Strengthening early childhood education
- Enhancing middle years development
- Supporting senior years of schooling and youth transitions
- Promoting world-class curriculum and assessment
- Improving educational outcomes for indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds.
- Strengthening accountability and transparency.

### School Context

Dubbo School of Distance Education (DSODE) provides educational services for P-12 distance education students of New South Wales. The school contributes to the lifelong learning of a diverse range of students and their communities. Complementing traditional paper-based learning materials, delivery modes for learning programs include field services and use 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 students who have high equity needs. Parents, carers, students and staff work together to support student endeavours and achievements.

We want to create the optimum learning conditions for these students to succeed.

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, parent/carers, supervisors and teachers.

### School Planning Process

Due to the wide geographical spread of students, parents and carers, the breadth of the student population and the constant flow of enrolments, involvement of the community in making decisions that focus on educational improvement presents a significant challenge. Opportunities for members of the community to contribute to all aspects of planning included individual and group interactions between staff, students, parents and carers via a range face-to-face activities and technologies e.g. parent meetings during camps, teleconferences, satellite and home visits, Facebook survey and email.

In 2014, DSODE used community feedback to review current practices and collect evidence including student results, participation and satisfaction along with survey data from more than 100 staff, students and parents.

Analysis of the information collected was used to identify the school’s strengths, opportunities and areas for development. As a result three strategic directions were identified as a basis for shared commitment to developments. These are:

- Student Learning & Engagement
- Curriculum & Assessment
- Professional Practice

The DSODE School Plan 2015 – 2017 sets clear improvement measures and forms the basis for the school’s improvement and development efforts for the next three years. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

Every student will be provided the opportunity to reach their personal best through effective partnerships between families, community agencies and other relevant stakeholders.

Our school is committed to providing a welcoming environment through supporting and valuing the diverse needs of individual learners.

The school community aims to develop global citizens ready to continue the journey of lifelong learning with strong values, community awareness and a willingness to make a positive contribution to society.

Our purpose is to deliver relevant and challenging curriculum through innovative and supportive teaching methods and programs. We will work collaboratively to ensure best practice to meet mandatory educational requirements for all students in an inclusive learning environment. We aim to create independent, collaborative, life-long learners and thinkers who are motivated to set and achieve personal goals.

Through the continuing development, implementation and sharing of innovative teaching, learning and leadership practices, our school will strengthen its culture of quality educational service provision for all students in a safe and inclusive environment.
### Strategic direction 1: Student Learning & Engagement

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
</tr>
</tbody>
</table>

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 their learning at their local school for reasons that are unique and varied. Many of these 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.

DSODE provides an equity service which supports the Melbourne Declaration goal of:

- Successful learners
- Confident and creative individuals
- Active and informed citizens.

#### Improvement Measures

- A refined enrolment process to support individual learning that aims to have students engaged with their individual learning program within 4 weeks of enrolment.
- Identified students will have updated PIEP (Personal Individual Education Plan) within 4 weeks of enrolment.
- Current attendance and engagement monitoring will be expanded to support teachers in increased contact and student engagement.
- All staff will participate in professional development that enables them to support individualised learning.

#### Activities

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Students will participate in developing their own personalised individual learning plans and educational goals.</td>
<td>Refined enrolment process “Starter Pack” in use. Identified students have an updated PIEP (Personal Individual Education Plan). Staff will know and use the personalised individual learning plans of each of their students. Learning adjustments appear in all student SMS records for every subject/course (Stage 1 – 5). Monitoring process of attendance and engagement for all students K-12 implemented.</td>
</tr>
<tr>
<td>Staff</td>
<td>Staff will complete professional learning module “Understanding Personalised Learning &amp; Support” online training. Staff will record learning adjustments for individual students using current school systems. Learning Support Team will use tools to gather information about individual students to support engagement and learning and will invite staff on this process.</td>
<td></td>
</tr>
<tr>
<td>Leaders</td>
<td>Will actively support teachers and Student Advisers to develop positive rapport with students. They will ensure that all staff are participating in the identified school practices to support student learning and engagement.</td>
<td>Will coordinate and supervise the development of “Starter Pack” information and material which is relevant to their teaching area.</td>
</tr>
<tr>
<td>Parents/Carers/Supervisors</td>
<td>Parents/carers/supervisors will be fully informed of their students’ progress in achieving their goals and will be encouraged to cooperate with staff to support their students’ achievements.</td>
<td></td>
</tr>
<tr>
<td>Community Partners</td>
<td>Community partners will work with staff and parents/carers to support student attendance and learning.</td>
<td></td>
</tr>
<tr>
<td>Evaluation Plan</td>
<td>Staff completing monitoring process. Executive checking SMS records regularly. Teachers record learning adjustments and student contact accurately on SMS. Initial teaching packages reaching students on time. Student “starter pack” returned within 4 weeks. Completion of PIEPs</td>
<td></td>
</tr>
</tbody>
</table>

---

Public Schools NSW, School Plan 2015-17, Dubbo School of Distance Education
## Strategic direction 2: Curriculum & Assessment

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
</tr>
<tr>
<td>DSODE plans to provide creative programs and curriculum relevant to the identified needs of the diverse student population which will engage students. Faculties will continue to implement of the Australian curriculum and new syllabuses as required by DEC. All KLA's will provide quality assessment opportunities and teacher feedback that allows students to demonstrate improved and successful learning. Lesson design and assessment will encourage the development of 21st century learning skills and technologies.</td>
<td>Students Teaching programs will extend student learning through a variety of learning strategies which support creative and higher order thinking skills. Through their learning experiences, students will be confident in completing their assessment tasks. Students will develop their skills and capabilities in analysing teacher feedback to improve their learning. <strong>Staff</strong> Teachers will focus and build on professional learning that supports high quality assessment design, program implementation and innovative teaching. Teachers will implement their professional learning by producing teaching programs that are student-centred and encourage improved student outcomes.</td>
<td>Students Students in their work will demonstrate evidence of acquiring increased knowledge, skills and capabilities. <strong>Staff</strong> Faculties implementing new programs will reflect skills, capabilities and knowledge outlined in NSW syllabus documents. Staff will support student learning improvement through the design of rich assessment tasks and the provision of quality feedback. Teaching programs will reflect high quality learning opportunities and skills which focus on 21st century learning and technologies. <strong>Leaders</strong> Executive will use their own teaching programs to demonstrate quality teaching elements, syllabus requirements and best practice to inservice their staff in developing teaching &amp; learning programs. Executive will actively support school programs which develop literacy &amp; numeracy, project and inquiry –based learning, cross-curriculum learning, vocational education &amp; implement technologies for 21st century learning.</td>
<td>Product All new learning materials developed will contain content that clearly addresses student learning in the appropriate framework. Quality assessment tasks supported by marking guidelines, rubrics and relevant feedback encouraging improvement have been provided to students. HSC results show a greater percentage of students in stage 6 achieving a Band 4 or higher in their HSC results. Higher Order Learning opportunities, including Project based and inquiry learning are embedded in appropriate programs and teaching practices. Literary and numeracy programs are in place in all KLA's to ensure 80% of students reach stage benchmarks.</td>
</tr>
</tbody>
</table>

### Improvement Measures

National Curriculum programs will be written for relevant syllabuses which incorporate opportunities for cross curriculum and higher order student learning activities. Every KLA will have evidence of improving assessment tasks practices and provisions for students. The majority of HSC students will achieve a band 4 or better in the HSC.
## Strategic direction 3: Professional Practice

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products &amp; Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
</tr>
<tr>
<td>The staff is committed to each student achieving the best possible learning and social outcomes within their individual context to build successful learners. Teachers will develop collegial networks and access quality professional learning to gain and maintain accreditation as required by BOSTES and DEC. The school will maintain a safe and inclusive environment for students, staff, parents/carers, external agencies and community to enable a positive learning community.</td>
<td>Students Students are encouraged to develop their skills as independent learners and opportunities created to achieve their learning goals and excel.</td>
<td>Students Students participate in transition and vocational opportunities and programs to support post-school education &amp; training. Students encouraged to engage in regular contact with Students advisers and teachers, and supported with school processes.</td>
<td>Products Teacher tasks/roles/duties are mapped by teachers to the AITSL standards. Teachers adhere to recording practises to maintain accuracy and currency of student information. Policies, procedures and practices reviewed annually or when necessary to promote a safe environment. Staff mandatory training requirements met. A higher percentage of students will be successful in post-school opportunities.</td>
</tr>
<tr>
<td></td>
<td>Staff Staff will undertake targeted professional learning and mandatory training to achieve their accreditation with BOSTES &amp; DEC. Staff will initiate and maintain regular contact with student supervisors.</td>
<td>Staff Staff will develop their Performance &amp; Development Plans (PDPs) based on DSODE school plan and BOSTES accreditation standards. Staff will record contact with supervisors using school procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leaders Leaders will provide high quality leadership and collaborative learning opportunities for their faculties to build expertise and experience. Assist their staff to establish challenging and visible learning goals for students, create opportunities to provide quality feedback, and observe teaching practices in creating new and improved learning opportunities for students.</td>
<td>Leaders Leaders will develop Performance &amp; Development plans which apply the leadership standards of BOSTES &amp; DEC. Leaders will develop a faculty plan based on the school plan and which reflects the requirements of staff within the faculty. The Performance &amp; Development process will demonstrate the support strategies employed by leaders to build capacity of their staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents/carers/supervisors Will provide a safe and supportive learning environment for their students and encouraged to provide feedback to teachers and student advisors relevant information that supports student learning and engagement.</td>
<td>Evaluation Plan Performance &amp; Development support documents will reflect BOSTES standards and accreditation requirements Current SMS records Updated Student SLSP Tracking of staff attendance at PL events Updated and current school policies, procedures and practices as required. Accurate data collected to track student post-school choices.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Partners Will develop positive relationships with students and teaching staff to support learning and engagement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Improvement Measures

- All teachers will be accredited with BOSTES at the appropriate level by the due date.
- Increase the level of learning contact with students to encourage engagement and significant learning.
- The school maintains and promotes a safe working and learning environment through WHS and appropriate welfare programs.

### Products & Practices

- Teacher tasks/roles/duties are mapped by teachers to the AITSL standards.
- Teachers adhere to recording practises to maintain accuracy and currency of student information.
- Policies, procedures and practices reviewed annually or when necessary to promote a safe environment.
- Staff mandatory training requirements met.
- A higher percentage of students will be successful in post-school opportunities.

### Practices

- Performance & Development framework will reflect the standards and evidence required for accreditation.
- All staff will be registered with BOSTES and submit appropriate documentation by the due date.
- Staff undertake mandatory training and professional learning in a timely manner.
- Student supervisors will be well supported by executive in their role.
- Student records are maintained as required, including SMS, SLSP, RMP, attendance monitoring and engagement.
- Regularly conduct, follow and use risk assessments, report hazards and undertake safe work practices.
- DSODE will strengthen the relationships with single course schools and supervisors.