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. South Campus is the other junior campus with 720 students in Years 7, 8, 9 and 10. 30% of students identify as Aboriginal. The Senior Campus has an enrolment of approximately 500 students with 30% of the learning community identifying as Aboriginal.

### College Focus Area

**DUBBO COLLEGE FOCUS AREA**

**Student Learning**

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

**Dubbo 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. 50% of these are ATSI students. South Campus is the other junior campus with 720 students in Years 7, 8, 9 and 10. 30% of students identify as Aboriginal. The Senior Campus has an enrolment of approximately 500 students. 30% of the learning community identifying as Aboriginal.

#### Student Learning

- **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, 5 and 6).
    - Implementing quality teaching practices for effective learning in each of the 3 stages of learning – Stage 4, 5 and 6.
    - 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 cross 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 2.5%.
  - 100% of students entering the college have ILSP’s.

#### 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, 5 and 6.

- **Our focus will include:**
  - 1. Developing the Leadership Capacity of teachers by:
    - Emphasising cross campus collaboration and implementation.
    - Enhancing the effectiveness of meetings and forums.
    - 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.
    - 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:**
  - 1. Lifting the profile of the College in the community by:
    - Reviewing and implementing the promotion and engagement strategy.
  - 2. 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.
### 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 and beyond year 12 through:

- Effective and seamless transition programs; and
- Creating successful opportunities for students post school.

**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 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:

- Developing staff skills and knowledge to consistently and effectively apply ESES;
- Reviewing and enhancing a student wellbeing strategy; 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 the future 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 – Led by Suzie Foran
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.

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Supporting pathways</th>
<th>Milestones</th>
<th>Process</th>
<th>Practice</th>
<th>Product</th>
<th>People</th>
<th>Measurement</th>
</tr>
</thead>
</table>
| 1. Develop community & primary partnerships to enhance student transition and learning. Eg Partner Primary Schools | Develop community and primary partnerships to support student learning outcomes from entry to Dubbo College and beyond year 12 through:  
- Effective and seamless transition programs | Est key transition contacts at each campus  
Re-establish the college transition team and meetings; Meeting with year 6 Transition Coordinators to establish transition plan, timelines & purpose; Welcome BBQ & presentation Yr 7 2017 | Transition timeline implemented | With our primary partners we will:  
- Establish effective transition teams to collaboratively develop and evaluate transition programs;  
- Examine & Utilise numeracy & literacy continuums across K-10;  
- Examine the information and data collected and gathered to inform student needs and strategic professional learning. | In our teams across the college we will have:  
- Effective K-12 collaboration;  
- Quality college Transition programs in place; across all stages  
- Sentral embedded in student’s information management. | The Transition team  
( DP’s, Year Advisers, L&S Team, Special Education)  
Primary Schools  
Faculties  
Careers team | At state average attendance for Yr. 7 and 11  
Successful completion of year 12  
- Aboriginal students to increase by 15% over the 3 years  
- All students 5% over the 3 years  
“Tell them from me” Yr. 7/11 student satisfaction survey improve in 3 indicators  
Improved engagement with primary partners. |
| 2. Creating successful opportunities for students post school. | Creating successful opportunities for students post school. | Programs Finalised Website Expanded | Program Scope and sequence Finalised SBAT’s Included | Monitoring | Review Attendance Data Website reviewed | Year 12 students prepared for leaving with a destination of Uni, TAFE or work | 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 data

Resources
Monitoring efficient and effective use of resources  
DP Transition at each campus  
Year advisers at each campus assigned  
College Transition Budget
**Milestones**

<table>
<thead>
<tr>
<th>2017 PROCESS</th>
<th>TERM 1 MID TERM</th>
<th>END TERM</th>
<th>TERM 2 MID TERM</th>
<th>END TERM</th>
<th>TERM 3 MID TERM</th>
<th>END TERM</th>
<th>TERM 4 MID TERM</th>
<th>END TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build an agreed understanding of the learning needs of young adult and adolescent learners</td>
<td>Re-establish Best &amp; Brightest team Review Assessment Processes</td>
<td>GAT testing for extension class 2017 Phase 3 - Implementation of Best and Brightest Science.</td>
<td>Faculty teams have established literacy targets and milestones. KLA Feedback strategies implemented KLA Literacy Needs backward mapped from Year 6.</td>
<td>Review the Learning needs of Aboriginal students at Stages 4, 5 and 6 PDP Observations on Feedback Check-in week 7 KLA Feedback strategies</td>
<td>Review Curriculum Patterns Review Literacy Targets progress and sharing. KLA agreed literacy strategies at each stage of learning.</td>
<td>Focus on Faculties sharing practice on Effective Feedback to students KLA Literacy strategies implemented at each stage.</td>
<td>Review Literacy Targets refine targets for 2017. Review progress and practices of Effective Feedback and Literacy strategies</td>
<td>Faculty and focus teams have a common purpose and have developed ownership and commitment.</td>
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<tr>
<td>2. Implement agreed quality teaching practices for effective learning.</td>
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</table>

**Evaluation**

- **Evaluation processes and impact assessment**
  - Agreed CSF for effective teams
  - Review of Effective Feedback Implementation
  - Effective Teams Survey
  - Effective Teams surveys

**Resources**

- Monitoring efficient and effective use of resources
Strategic Direction 1: Student Learning – Led by Kath Bermingham

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.

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<th>People</th>
<th>Measurement</th>
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</thead>
<tbody>
<tr>
<td>Supporting student wellbeing</td>
<td>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.</td>
<td>The Wellbeing teams across the college will: - Be consistent in practices when applying individual and quality teaching adjustments; and - Utilise the Literacy &amp; Numeracy Continuums to map student’s performance to inform teaching.</td>
<td>To ensure we support student wellbeing we will have: - Created and appointed the positions of a Lead DP and HT Wellbeing in each campus; - Monitored student attendance, behaviour and academic data to identify students who may need extra support; and - ILSP’s specifically answered to student needs and close the gap.</td>
<td>• All Faculty Teams • The L&amp;S Team • The College PL team • Special Ed • Wellbeing Team • HT Wellbeing</td>
<td>• 100% of identified students have ILSP’s. • Attendance rates at state average • Annual “Tell them from me” Survey improvement in 3 indicators • Improved positive PBL data • Premiers Targets</td>
</tr>
</tbody>
</table>

Milestones

<table>
<thead>
<tr>
<th>2017 PROCESS</th>
<th>TERM 1 MIDTERM</th>
<th>END TERM</th>
<th>TERM 2 MIDTERM</th>
<th>END TERM</th>
<th>TERM 3 MIDTERM</th>
<th>END TERM</th>
<th>TERM 4 MIDTERM</th>
<th>END TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consistent application of the ESES policy;</td>
<td>Est College Wellbeing Team Induction for new teachers to L&amp;S practices, ESES policy</td>
<td>Consistently implement the L&amp;S practices across the campuses Review continuing ILSP’s</td>
<td>Review the Sentral as platform for Wellbeing. All students with disability have an IEP. All Aboriginal students have a PLP Review implementation of ILSP’s</td>
<td>Review and share adjustment implementation strategies. NCDD collection.</td>
<td>Prepare academic and student data for transition</td>
<td>Analyse and communicate data of incoming students to teachers</td>
<td>Collection and review of evidence to demonstrate how all students have their learning needs catered for.</td>
<td></td>
</tr>
</tbody>
</table>

| Evaluation processes and impact assessment | Audit of wellbeing programs at Dubbo College | Review the Wellbeing system on Sentral | NCDD | Transition Data 6-7 10-11 |

| Resources | L&S Funding Integrated Funding Equity Budget | NCCD Budget |
Strategic Direction 2: Accomplished Staff – Led by Jacquie Thompson

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 through 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.

**Focus area 1: Development of Leadership Capacity**

**Process**
- Coaching scaffold developed and delivered to executive members to lead strategic educational change in their area of supervision.

**Practice**
- To support and develop the leadership of executive we will:
  - Lead educational change from the SLT 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.

**Product**
- In our teams across the college we will:
  - Have supportive and collegial faculty and focus teams;
  - Deliver effective meetings and forums;
  - Implement college wide quality teacher practices e.g. Feedback, literacy;
  - 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; and
  - Implement a Head Teacher Induction program and resource folder.

**People**
- The Senior Leadership Team
- The College Management Group
- The College Executive team
- College Professional Learning team

**Measurement**
- Meetings/Check-ins reflective tool shows targeted improvement
- College teams have a clear purpose
- DC Team effectiveness reflective tool show targeted improvement

<table>
<thead>
<tr>
<th>2017</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
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<tbody>
<tr>
<td>PROCESS</td>
<td>MID TERM</td>
<td>END TERM</td>
<td>MID TERM</td>
<td>END TERM</td>
</tr>
<tr>
<td>1. Build Leadership and sustainable leadership</td>
<td>Review SLT agreed common purpose</td>
<td>Ongoing PL support for teams</td>
<td>Agreed Practices for Quality Teams</td>
<td>PDF Protocols and timeline are set and agreed to.</td>
</tr>
</tbody>
</table>

**Evaluation**
- Evaluation processes and impact assessment
- Effective Meetings Reflection tool week 7
- Determine next steps to enhance team practice
- Teams reflection
- PDF Teacher survey

**Resources**
- Monitoring efficient and effective use of resources
### Strategic Direction 2: Accomplished Staff – Led by Di Baker

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.

#### Milestones

<table>
<thead>
<tr>
<th>Focus area</th>
<th>Strategic Professional Learning</th>
<th>2017 PROCESS</th>
<th>TERM 1 MID TERM</th>
<th>END TERM</th>
<th>TERM 2 MID TERM</th>
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<th>TERM 3 MID TERM</th>
<th>END TERM</th>
<th>TERM 4 MID TERM</th>
<th>END TERM</th>
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<tbody>
<tr>
<td>1.</td>
<td>Establish effective cross campus faculty and focus teams to make evidenced based decisions to:</td>
<td>Re Est cross campus faculty and focus teams. Re Est College PL team Development of criteria for effective teams</td>
<td>Teams have analysed their effective meetings data and decided on refined strategies.</td>
<td>Teams understand how to effectively check-in</td>
<td>Teams are checking in on feedback</td>
<td>Teams are sharing</td>
<td>Knowledge and resources</td>
<td>Faculty and focus teams have a common purpose and have developed ownership and commitment. Supervisors know how to check-in and measure growth.</td>
<td>Satisfaction survey for College PL</td>
<td>Answer to PL needs of staff and CMG.</td>
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<td>2.</td>
<td>Share and reflect upon practices to build consistency and sustainability.</td>
<td>Induction program Implemented for new and beginning teachers All mandatory training completed</td>
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</table>

### Evaluation

Evaluation processes and impact assessment

### Resources

Monitoring efficient and effective use of resources

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Dubbo College School Plan 2015-2017 version 02.02.2017
Strategic Direction 2: Accomplished Staff – Led by Nigel White

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 through 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>
<thead>
<tr>
<th>Focus area 3</th>
<th>Enhancing Technology</th>
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</thead>
<tbody>
<tr>
<td><strong>Process</strong></td>
<td>Build the capacity of the technology team to:</td>
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<tr>
<td></td>
<td>• Evaluate the future and develop a flexible technology platform.</td>
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<tr>
<td><strong>Practice</strong></td>
<td>The technology team will:</td>
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<td>• Assess and collaborate with other college teams to support the organisational and Professional Learning needs of staff in technology skills; and</td>
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<td></td>
<td>• Deliver and support the college staff with PL on technology skills;</td>
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<tr>
<td><strong>Product</strong></td>
<td>In our teams across the college we will have:</td>
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<tr>
<td></td>
<td>• <strong>Sentral</strong> &amp; Edval as a consistent platform for school business;</td>
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<td></td>
<td>• Data driven decisions on the technology needs of staff at Dubbo College that informs professional learning;</td>
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<tr>
<td></td>
<td>• The Library as a Learning Centre; and,</td>
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<td></td>
<td>• Design technology needs based Professional Learning.</td>
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</table>

**Milestones**

**2017**

<table>
<thead>
<tr>
<th>PROCESS</th>
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<th>TERM 4 MID TERM</th>
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<tbody>
<tr>
<td>1. Enhance Technology through a flexible technology platform</td>
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<td>Technology Audit Technology team est. DP with key contacts in each campus.</td>
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<tr>
<td>Technology team leader – coaching PL Clarification of Roles</td>
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<td>Refine <strong>Sentral</strong> and Edval process and PL of Staff</td>
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<td>Review Technology Plan Plan BYOD – Draft Strategy Implement BYOD Strategy</td>
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<td>PL and refinement ongoing for Edval and <strong>Sentral</strong></td>
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<td>Review BYOD <strong>Sentral</strong> Launch at Senior</td>
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<tr>
<td>2. Develop and implement business plan for future technologies.</td>
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<td>Technology business plan developed</td>
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<td>Promotion of business plan Offer and Provide services that improve efficacy in technology</td>
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<td><strong>Evaluation</strong></td>
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<td>Evaluation processes and impact assessment</td>
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<td>Monitoring efficient and effective use of resources</td>
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Strategic Direction 3: College Community - Debbie Head

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.

<table>
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</thead>
</table>
| 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. | 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 including cross campus. | The Promotion and Engagement team.  
- The Senior Leadership Team.  
- SASS and enrolment team | Increased enrolments of students by 10% from Feb 2015 to the end of 2017.  
- 15% increased enrolments at Delroy campus and 10% at Senior campus  
- Increased connection to social media by 10% for Facebook hits  
- Development of an Aboriginal Ed Team |

#### Promote the college at every opportunity in a variety of forums.

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</tr>
</thead>
</table>
| 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.  
- Implement quality transition programs | | | | |

### Milestones

<table>
<thead>
<tr>
<th>2017 PROCESS</th>
<th>TERM 1 MID TERM</th>
<th>END TERM</th>
<th>TERM 2 MID TERM</th>
<th>END TERM</th>
<th>TERM 3 MID TERM</th>
<th>END TERM</th>
<th>TERM 4 MID TERM</th>
<th>END TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement Promotion and Engagement review</td>
<td>Uniform colours and new logo outlined</td>
<td>Uniform Decided Develop timeline for Uniform Implementation</td>
<td>EOJ's to Primary Schools Promotional imagery</td>
<td>Appeals to schools</td>
<td>Rebadging of the college.</td>
<td></td>
<td>New College Uniform is owned for implemented in 2017</td>
<td></td>
</tr>
<tr>
<td>2. Promote the college at every opportunity in a variety of forums.</td>
<td>Updating facebook, website and school app.</td>
<td>School plan up loaded onto the school website</td>
<td>Review sponsorship and community commitment to College Presentation night.</td>
<td>Increased Sponsorship in the college</td>
<td></td>
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</tbody>
</table>

**Evaluation**

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

**Resources**

- Monitoring efficient and effective use of resources
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.

**Strategic Direction 3: College Community**

**Dubbo College**

**Focus area 2: Building meaningful links with the community**

<table>
<thead>
<tr>
<th>Process</th>
<th>Practice</th>
<th>Product</th>
<th>People</th>
<th>Measurement</th>
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<tbody>
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<td>In our teams across the college we will:</td>
<td>In our teams across the college we will have:</td>
<td>In our teams across the college we will have:</td>
<td>College Faculty teams</td>
<td>Students on work placement</td>
</tr>
<tr>
<td>• Ensure learning is based on real life contexts and connections with the community;</td>
<td>• Authentic assessment and programming with real world relevance evident;</td>
<td>• Strengthened relevant teaching and learning programs incorporating community issues;</td>
<td>The Equity teams.</td>
<td>ETOW data</td>
</tr>
<tr>
<td></td>
<td>• Community members used to increase the engagement of students; and</td>
<td>• Created stronger links with the community in the world of work; and</td>
<td>Careers team</td>
<td>Collaboratively developed Aboriginal education strategic plan for each campus</td>
</tr>
<tr>
<td></td>
<td>• Resourcing Science to develop project based learning projects.</td>
<td>• Implement project based learning in Science, Rural and Remote.</td>
<td></td>
<td>Campus “on show” exhibitions</td>
</tr>
</tbody>
</table>

**Provide opportunities for parents and community to be involved in:**

- Collaborative school planning.
- Supporting school activities.
- A college evaluation of Aboriginal Education.

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<td>Parent meeting AVID</td>
<td>Aboriginal Health Checks completed</td>
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</tr>
<tr>
<td>2. Provide opportunities for parents and community involvement</td>
<td>Audit and evaluation of College Equity Programs</td>
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**Evaluation**

- Evaluation processes and impact assessment
- Audit and evaluation of College Equity Programs
- Review of Science Best and Brightest

**Resources**

- Monitoring efficient and effective use of resources