

School Strategic Plan for DIMBOOLA MEMORIAL SC Grampians Region 2013-2016

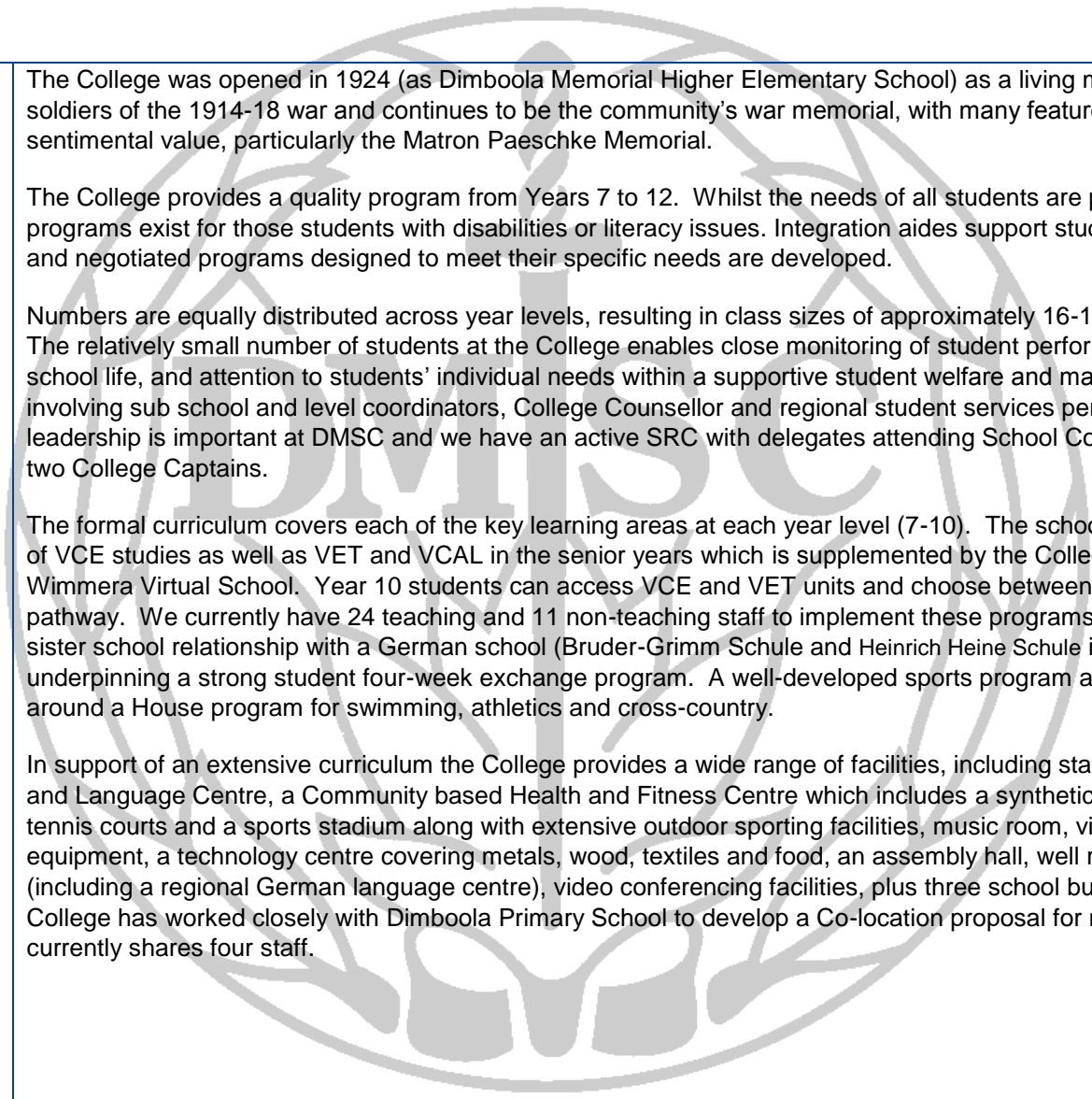
Endorsement by School Principal	Signed..... (Principal's signature) Name: Rob Pyers Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name: Nick Pietsch Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name: Brendan Ryan Date.....

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School Profile

Purpose	The fundamental purpose of Dimboola Memorial Secondary College is to enable every student to reach his or her full academic, social and physical potential in an environment where they develop independence, self-discipline, a sense of achievement, high self-esteem and respect for others.
Values	<p>The College values were developed following discussions with students and staff and ratified by the College Council. :</p> <p>They are: Excellence, Freedom, Care, Honesty and Respect.</p> <p>As a part of the consultation process students in the school defined these values as</p> <p>Freedom - To enjoy all of the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of other</p> <p>Care – To care for self and others</p> <p>Honesty - To be honest, sincere and seek the truth</p> <p>Respect – To treat others with consideration and regard, to respect another person’s point of view</p> <p>Excellence – To seek to accomplish something worthy and admirable, to try hard, and to pursue excellence</p>
Environmental Context	Dimboola Memorial Secondary College (DMSC) is a relatively small rural college, situated 37 kilometres west (along the Western Highway) from its nearest major town, Horsham. It services an area extending 35 kilometres in breadth and has a fairly stable enrolment of approximately 175-200 students. Our feeder schools include Dimboola Primary School, Jeparit Primary School and St Peters Lutheran Primary School (Dimboola) as well as a growing number of students attending from Horsham Schools. The school has strong community links and regularly participates in community projects as well as making its facilities available to the community. Employment opportunities in our area are predominantly linked to either the farming or railway industries. The changing demographics of the area have been reflected in a move from 0.43 to 0.701 in the Student Family Occupation Index.

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The logo for Dimboola Memorial Secondary College (DMSC) is a circular emblem. It features a central shield with a cross, surrounded by a wreath. The letters 'DMSC' are prominently displayed in the center of the emblem.

The College was opened in 1924 (as Dimboola Memorial Higher Elementary School) as a living memorial to the soldiers of the 1914-18 war and continues to be the community's war memorial, with many features of historical and sentimental value, particularly the Matron Paeschke Memorial.

The College provides a quality program from Years 7 to 12. Whilst the needs of all students are paramount, special programs exist for those students with disabilities or literacy issues. Integration aides support students with disabilities and negotiated programs designed to meet their specific needs are developed.

Numbers are equally distributed across year levels, resulting in class sizes of approximately 16-18 in years 7 to 10. The relatively small number of students at the College enables close monitoring of student performance in all aspects of school life, and attention to students' individual needs within a supportive student welfare and management structure involving sub school and level coordinators, College Counsellor and regional student services personnel. Student leadership is important at DMSC and we have an active SRC with delegates attending School Council Meetings and two College Captains.

The formal curriculum covers each of the key learning areas at each year level (7-10). The school offers a wide range of VCE studies as well as VET and VCAL in the senior years which is supplemented by the College's leading role in the Wimmera Virtual School. Year 10 students can access VCE and VET units and choose between a VCE or VCAL pathway. We currently have 24 teaching and 11 non-teaching staff to implement these programs. The College has a sister school relationship with a German school (Bruder-Grimm Schule and Heinrich Heine Schule in Neu-Isenburg) underpinning a strong student four-week exchange program. A well-developed sports program also exists and is based around a House program for swimming, athletics and cross-country.

In support of an extensive curriculum the College provides a wide range of facilities, including state of the art Science and Language Centre, a Community based Health and Fitness Centre which includes a synthetic hockey field, 12 tennis courts and a sports stadium along with extensive outdoor sporting facilities, music room, visual art rooms and equipment, a technology centre covering metals, wood, textiles and food, an assembly hall, well resourced library (including a regional German language centre), video conferencing facilities, plus three school buses and car. The College has worked closely with Dimboola Primary School to develop a Co-location proposal for new facilities and currently shares four staff.

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Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<p>To improve Literacy and Numeracy outcomes for all students and in particular to Reading, Writing, and Numeracy</p> <p>To improve student outcomes in VCE.</p>	<p>As measured by AusVELS the proportion of Years 7-10 student achieving above the expected level for Reading, Writing, Speaking and Listening, Measurement, and Structure to be 20% or above of 2012 VELS level by 2016.</p> <p>As measured by NAPLAN by 2016 the proportion of students achieving below the minimum standard to be:</p> <p>Year 7: Reading and Writing 20%, and Numeracy 15%.</p> <p>Year 9: Reading 25%, Writing 30% and Numeracy 20%.</p> <p>The VCE Allstudy score to be of 31 or above by 2016.</p> <p>Study scores of 40 + to average 6% over the review period 2013 –2016.</p>	<p>Further develop and sustain high quality leadership practices across the College with full implementation of the distributed leadership model.</p> <p>Strengthen whole school approaches to teaching and learning with a particular focus on Literacy and Numeracy by aligning curriculum, pedagogy and assessment, ensuring all programs and initiatives are integrated into the overall strategic intent of the school.</p> <p>Targeted Professional development of teachers to improve and develop teaching and learning practices to support improved student outcomes</p>
Student Engagement and Wellbeing	To improve student Engagement and Wellbeing.	<p>As measured by the ATS Survey, Peer Connectedness to be 4.05 or above by 2016 (2011 benchmark =3.89).</p> <p>The average student attendance rate at</p>	<p>Develop and implement an agreed whole school approach to improving student management practices.</p> <p>Enable and expect all teachers to</p>

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		each year level 7-12 to be 95% or above by 2016. (2011 benchmark: Year 7=93%, Year 8=92%, Year 9=88%, Year 10=88%, Year 11= 93%, Year 12= 89%).	consistently implement stimulating, soundly based pedagogy that reflects high expectations of students and provides explicit teaching to individual student needs.
Student Pathways and Transitions	To ensure that all students have a planned and logical learning pathway which focuses on continuity of learning from Year 6 to Year 7, sequential progress from Year 7-10 and a seamless transition into senior secondary pathway options which will lead to further education , training or employment.	<p>As measured by the PO Survey the mean score for the variable Learning Focus to be 5.9 or above by 2016. (2011 benchmark= 5.73).</p> <p>As measured by the SO Survey for the variable Parent Partnerships, the average score on the 100 point scale to be 75 or above.</p> <p>Real Retention Year 7-10 to average 75% or above over the review period 2012-2016.</p> <p>Real Retention Year 7-12 to average 60% or above over the review period 2012-2016.</p>	Build a culture of learning through the development and implementation a comprehensive approach to engaging all families in supporting high expectations for student learning.

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School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)			Achievement Milestones (Changes in practice and behaviours)
<p>Further develop and sustain high quality leadership practices across the College with full implementation of the distributed leadership model.</p> <p>Strengthen whole school approaches to teaching and learning with a particular focus on Literacy and Numeracy by aligning curriculum, pedagogy and assessment, ensuring all programs and initiatives are integrated into the overall strategic intent of the school.</p> <p>Targeted Professional development of teachers to improve and develop teaching and learning practices to support improved student outcomes</p>	<p>Year 1</p>	<ul style="list-style-type: none"> • Learning intentions are clearly articulated at the beginning of lessons and the start of units of study for all subjects at all levels • Lessons regularly demonstrate the use of academic vocabulary • Development of an agreed approach to what is good teaching and learning • Staff regularly seek feedback from students • Staff work collectively and regularly engage in giving and receiving feedback on their teaching and learning practices • Review, rewrite and implement the curriculum in line with AusVELS 	<ul style="list-style-type: none"> • Most teachers use learning intentions in most classes, most of the time • All teachers use learning intentions at the start of units of study • Teachers plan to incorporate academic vocabulary in all subject areas • Good teaching and learning model is fully adopted throughout the College. • All teachers undertake professional learning on literacy and numeracy • Teachers conduct at least one written student feedback survey per semester • Maths and English courses rewritten in line with AusVELS.
	<p>Year 2</p>	<ul style="list-style-type: none"> ▪ Lessons are varied which cater for personalised learning with the pace of the lesson considered ▪ Staff work in triads to give and receive feedback on their teaching ▪ Continue to implement AusVELS curriculum 	<ul style="list-style-type: none"> ▪ All teachers working in triads to give and receive feedback on their teaching ▪ All staff deliver lessons which cater for personalised learning ▪ Curriculum alignment with AusVELS centrally available.

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	Year 3	<ul style="list-style-type: none"> Staff use collaborative group work in selected classes Staff work to align curriculum, pedagogy and assessment 	<ul style="list-style-type: none"> More teachers use collaborative group work in their classes. Curriculum, pedagogy and assessment integrated into units of work.
	Year 4	<ul style="list-style-type: none"> Review and fine tuning of teaching model 	<ul style="list-style-type: none"> Designated teaching model is embedded in classroom practice and is used by all teachers.
<p>Develop and implement an agreed whole school approach to improving student management practices.</p> <p>Enable and expect all teachers to consistently implement stimulating, soundly based pedagogy that reflects high expectations of students and provides explicit teaching to individual student needs.</p>	Year 1	<ul style="list-style-type: none"> Investigate and introduce student management model such as Covey's 7 Habits Review use of personal goals and MIPS plans to incorporate the use of teaching and learning mentors for all students 	<ul style="list-style-type: none"> By 2013, all teachers adopt the school-wide policy for student management By 2013, all students to have designated teaching and learning coach.
	Year 2	<ul style="list-style-type: none"> Restorative practice approach refined if needed New staff to the school are mentored in restorative practices Pastoral Care units refined as needed Drug education program refined as needed 	<ul style="list-style-type: none"> By 2014, all teachers adopt the school-wide policy for student management by using restorative practices By 2014, all students participate in a revamped pastoral care and drug education program
	Year 3	<ul style="list-style-type: none"> Restorative practice approach refined if needed New staff to the school are mentored in restorative practices Pastoral Care units refined as needed Drug education program refined as needed 	<ul style="list-style-type: none"> By 2015, all teachers adopt the school-wide policy for student management by using restorative practices By 2015, all students participate in a revamped pastoral care and drug education program
	Year 4	<ul style="list-style-type: none"> Review of restorative practices Review of pastoral care initiatives Review of drug education initiatives 	<ul style="list-style-type: none"> Restorative practices are embedded in all teaching practices All students have access to a relevant pastoral care and drug education program
Build a culture of learning through the development and implementation a comprehensive approach to engaging all families in supporting high expectations for student	Year 1	<ul style="list-style-type: none"> Review of Years 6-7 Transition program Review of Years 9 & 10 and VCAL programs Explore and engage wider Network Distance Education offerings 	<ul style="list-style-type: none"> Teachers at DMSC have a greater knowledge of curriculum practices and initiatives in feeder schools Less repetition of curriculum occurs between DMSC and feeder schools

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learning.			<ul style="list-style-type: none"> ▪ A refined Year 9, 10 and VCAL program is implemented ▪ Years 10-12 students have a wider range of subject choice
	Year 2	<ul style="list-style-type: none"> ▪ Greater liaison with feeder schools (including visits) to examine curriculum practices ▪ Refinement of Years 6-7 Transition program ▪ Refinement of Years 9,10 and 11 programs to engage all students ▪ Continue to explore and engage wider Network Distance Education offerings 	<ul style="list-style-type: none"> ▪ Teachers at DMSC have a greater knowledge of curriculum practices and initiatives in feeder schools ▪ Less repetition of curriculum occurs between DMSC and feeder schools ▪ A refined Year 9, 10 and VCAL program is implemented ▪ Years 10-12 students have a wider range of subject choice
	Year 3	<ul style="list-style-type: none"> ▪ Refinements to Years 6-7 Transition program embedded ▪ Refinements to Years 9, 10 and 11 programs embedded ▪ Explore and engage wider Network Distance Education offerings continues 	<ul style="list-style-type: none"> ▪ Teachers at DMSC have a greater knowledge of curriculum practices and initiatives in feeder schools ▪ Less repetition of curriculum between DMSC and feeder schools ▪ A refined Year 9 and 10 and VCAL program is implemented ▪ Years 10-12 students have a wider range of subject choice
	Year 4	<ul style="list-style-type: none"> ▪ Review of Years 6-7 Transition program ▪ Review of Years 9 & 10 and VCAL program ▪ Review our Network Distance Education offerings 	<ul style="list-style-type: none"> ▪ Strengthened curriculum links between DMSC and feeder schools ▪ A refined Year 9, 10 and VCAL program is implemented ▪ Years 10-12 students have a wider range of subject choice

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