



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: ..... Anne Gawith 21/11/16	.....[name] ..... [date]	.....[name] ..... [date]
School council: ..... Robin Kuhne 21/11/16	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... Joanna Day 09/12/16	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Dimboola Memorial Secondary College has a vision for all students to reach their academic, social, emotional and physical potential. This will occur in a safe environment where they develop independence, self-discipline, resilience, acceptance of others and a sense of achievement.</p> <p>To achieve this vision, we aim to develop a culture of collaborative learning for staff and foster strong links with our community.</p>	<p>The following values are central to all that we do at Dimboola Memorial Secondary College:</p> <ul style="list-style-type: none"> <li>• Respect - To value ourselves and others and to value our environment.</li> <li>• Excellence – To do your best and to aim for the highest level or standard.</li> <li>• Honesty – To be honest and do the right thing.</li> <li>• Care – To look out for others and be inclusive of all.</li> <li>• Freedom – To make choices that impact positively on others.</li> </ul>	<p>Dimboola is located 340 kms north west of Melbourne and has a population of approximately 1500. The township is within the Hindmarsh Shire and is considered to be in the broader Wimmera area of Victoria. Agriculture and related industries contribute to the bulk of the local economy; however the town is also a regional hub for V-Line and National Pacific Railways.</p> <p>Dimboola Memorial Secondary College is the only provider of secondary education in the town of Dimboola and accordingly, strives to provide a comprehensive curriculum with a broad range of pathways and options to meet the various needs and interests of its approximately 180 students. The data indicates that 53% of the student population falls into the lowest quartile of the ICSEA categories, with 4% in the top quartile. In 2016, 68 families were eligible for the Camps, Sports and Excursions Fund (CSEF) payments. The school’s enrolment has declined again this year, and there is a predicted fall over the coming years. Approximately 80 students travel to school on buses, either from farms or neighbouring country towns.</p> <p>One of the next challenges is to build on practice excellence through the existing team structures and further develop our PLC model. The embedding of the school’s Instructional Model will ensure a consistency of practice and the provision of opportunities for teachers to work together will enable an improved degree of competence in teacher judgements – particularly with the implementation of the Victorian Curriculum.</p> <p>In order to further develop student engagement, DMSC will continue with the vertically structured Mentor Program. An evaluation of the current ILPs and a commitment to exploring authentic learning tasks is another challenge for the next three years. Strengthening ties with the local community is an area that requires further development and will form a significant part of our future plans. DMSC will remain focussed on implementing a consistent approach to student management and will remain proactive in regard to student attendance.</p>	<p>Dimboola Memorial Secondary College is well placed to achieve our strategic goals and targets. The Review Panel identified that the school has in place a “clear direction in providing quality learning experiences in a safe and secure environment.” Starting from this position, the school will focus on improving the quality of teaching and learning with a clear emphasis on literacy and numeracy. The development of a Professional Learning Community will be the means by which we improve our teaching practice, including the further development of a robust program of peer observations. Complementing our PLC is the refinement and development of our Instructional Model which will involve ongoing evaluation of our pedagogies. The school will continue to build its student wellbeing program through the evaluation and development of our student mentor groups. An explicit focus on student attendance will be key and exploring new ways of engaging the wider community will be a prominent goal over the next review period.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Every year of the Strategic Plan teachers will adopt consistent teaching and learning protocols and high impact teaching strategies.</p>	<p><b>Excellence in Teaching &amp; Learning</b></p> <p><b>Professional Leadership</b></p>	<p>Enhance staff capacity through their learning teams, to:</p> <ul style="list-style-type: none"> <li>consistently implement high impact teaching strategies</li> <li>implement a guaranteed and viable curriculum aligned to the Victorian curriculum</li> <li>use and understand data to implement precise targeted teaching to extend and deepen student understanding.</li> <li>Work as a collaborative Professional Learning Community</li> </ul>	<p>Student growth as measured through:</p> <ul style="list-style-type: none"> <li>NAPLAN relative growth</li> <li>PAT testing suite</li> <li>evidence based Teacher Judgements (Victorian Curriculum).</li> </ul> <p>show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>By 2020, consistently equal or exceed state benchmarks through NAPLAN Year 9 (Writing, Reading and Numeracy) and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan</p> <p>By 2020, all VCE class study scores are at or above GAT predictions.</p> <p>School Staff Survey, School climate module: 2016 Overall Score – 76.19 – Whole School 74.94 – Prin/Teachers</p> <p>Over the life of the Strategic plan,</p> <ul style="list-style-type: none"> <li>Collective Efficacy</li> <li>Teacher Collaboration</li> <li>Collective focus on Student Learning</li> <li>Guaranteed and Viable Curriculum</li> <li>Shielding/buffering</li> <li>Academic emphasis.</li> </ul> <p>Principal and teacher endorsement to be above the state benchmarks.</p>
<p>Over the life of the Strategic Plan we will provide a caring learning environment in which all students are curious, actively engaged, empowered and challenged.</p>	<p><b>Positive Climate for Learning</b></p>	<ul style="list-style-type: none"> <li>Strengthen staff capacity to support students to become independent and curious learners through student voice in their learning and authentic learning opportunities</li> <li>Strengthen the capacity of staff and students to create a student centred learning environment using data and feedback as a regular part of student-teacher dialogue.</li> </ul>	<p>Attitude to school survey variables, Connectedness to Peers, and Teaching and Learning Variables are in the top 25 percent in comparison to other schools over the life of the Strategic Plan</p> <p>Average days absent per student does not exceed 16 days each year of the Strategic Plan. Baseline data: Three year average, Years 7-12, 2013-2015 = 17.12</p>
<p>Over the life of the Strategic Plan, we will provide a whole school community focus on positive relationships and resilience.</p>	<p><b>Community Engagement in Learning</b></p>	<ul style="list-style-type: none"> <li>Promote a whole school community focus on positive relationships, building on the school mission, vision and values.</li> </ul>	<p>AtSS variables Classroom Behaviour, Student Safety, Student Morale and Student Distress are in the top 25 percent of government schools over the life of the Strategic Plan.</p>

