



# School Strategic Plan Dromana College 7122 2016 - 2019

## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: </p> <p>Name: Alan Marr</p> <p>Date: 9 November 2015</p>
<p>Endorsement by School Council</p>	<p>Signed: </p> <p>Name: Murray Turner</p> <p>Date: 9 November 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed:</p> <p>Name:</p> <p>Date:</p>



## School Profile

<b>Purpose</b>	To provide effective learning for all students				
<b>Values</b>	<p>At Dromana Secondary College, we believe that strong values provide a framework for all members of the school community to conduct themselves. We believe that modelling of these consistent and positive values give purpose and direction to our lives and enhance the teaching and learning environment. Dromana Secondary College is a caring and supportive learning community which promotes the values of Respect, Integrity, Responsibility and Personal Best, which are demonstrated by the following behaviours:</p> <table border="0"> <tr> <td data-bbox="421 544 1232 890"> <p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• We strive to develop our strengths and self-worth</li> <li>• We treat all others with courtesy, kindness and generosity</li> <li>• We uphold privacy and confidentiality</li> <li>• We embrace inclusive practices and celebrate individuality, diversity and equality</li> <li>• We minimise our impact on the environment and care for all resources</li> </ul> </td> <td data-bbox="1254 544 2056 890"> <p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• We take ownership of our personal growth and learning</li> <li>• We are active members of the college community</li> <li>• We act with concern for others, locally and globally</li> <li>• We manage emotions, resolve conflict and develop self-discipline</li> <li>• We cooperate to develop positive relationships and consider the rights of others</li> </ul> </td> </tr> <tr> <td data-bbox="421 906 1232 1134"> <p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• We act with honesty and fairness in all our dealings with others</li> <li>• We are accountable and transparent in our actions</li> <li>• We make choices based on truthfulness</li> </ul> </td> <td data-bbox="1254 906 2056 1134"> <p><b>Personal Best</b></p> <ul style="list-style-type: none"> <li>• We persevere in completing tasks</li> <li>• We strive to achieve challenging goals</li> <li>• We encourage and support others to achieve their potential</li> <li>• We develop behaviours which support learning</li> </ul> </td> </tr> </table>	<p><b>Respect</b></p> <ul style="list-style-type: none"> <li>• We strive to develop our strengths and self-worth</li> <li>• We treat all others with courtesy, kindness and generosity</li> <li>• We uphold privacy and confidentiality</li> <li>• We embrace inclusive practices and celebrate individuality, diversity and equality</li> <li>• We minimise our impact on the environment and care for all resources</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• We take ownership of our personal growth and learning</li> <li>• We are active members of the college community</li> <li>• We act with concern for others, locally and globally</li> <li>• We manage emotions, resolve conflict and develop self-discipline</li> <li>• We cooperate to develop positive relationships and consider the rights of others</li> </ul>	<p><b>Integrity</b></p> <ul style="list-style-type: none"> <li>• We act with honesty and fairness in all our dealings with others</li> <li>• We are accountable and transparent in our actions</li> <li>• We make choices based on truthfulness</li> </ul>	<p><b>Personal Best</b></p> <ul style="list-style-type: none"> <li>• We persevere in completing tasks</li> <li>• We strive to achieve challenging goals</li> <li>• We encourage and support others to achieve their potential</li> <li>• We develop behaviours which support learning</li> </ul>
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<b>Environmental Context</b>	<p>Dromana College is located on the Mornington Peninsula, approximately 85km south of Melbourne. The college has a student population of 1250. Students are bussed in from all parts of the Mornington Peninsula with an anticipated 20 primary schools providing Year 7 students each year.</p> <p>The college has a Student Family Occupation index (SFO) of 0.56 (slightly above) the State Median of 0.51, which reflects a broad range of socio-economic backgrounds within the student population. Almost all students come from families of an English speaking background.</p> <p>Dromana College has worked extremely hard in recent years to establish itself as an educator of choice within the local area. We pride ourselves on providing a safe and orderly environment and on maintaining a culture where students willingly embrace our clearly defined values of respect, responsibility, integrity and personal best. Building an outstanding learning and teaching program upon these foundations has then become the ongoing focus of the college.</p> <p>Literacy and Numeracy skills are whole school priorities and our commitment to developing these skills within all Learning Domains and subjects are shared by all staff members across the college. Dromana College is also committed to ensuring that all students are able to access ICT on a 1:1 basis, either through our Notebook or iPad programs.</p> <p>The Year 7/8 program focusses on building students core skills and providing them with broad access to all eight Learning Domains. Year 7/8 also has a strong Pastoral Care program that focusses on developing strong positive relationships between students and their peers, between teachers and students and between our teaching staff and the parent and wider school community. Year 7 students and their team of teachers make use of an exclusive Year 7 area that ensures the transition into the college is student focussed, supportive and positive.</p> <p>In Year 9 the program is focussed both on continuing to develop students' core skills and on providing students with choice over their learning. The Year 9 program includes single sex English and Maths classes that have proven to be very successful in recent years. The Year 9 program includes a combination of core and elective subjects that align strongly with Senior Schools Pathways and also builds links with the local community.</p> <p>Within the Senior School students are able to access a broad range of Year 10 and VCE electives. Year 10 students are strongly encouraged to access VCE Unit 1 and 2 electives, whilst the Year 11 and 12 VCE and VCAL Programs cater to a broad range of pathways to ensure the individual needs of all students are met. VET Programs are available for students to access in Year 10, 11 and 12.</p> <p>In recent years the College infrastructure has undergone significant development to cater to the increasing student population. The development of a state of the art Design Centre and Language Centre as well as the installation of multipurpose courts, playground equipment and the upgrading of the college environment has had a positive impact on our ability to meet student learning needs and on the culture of the college.</p> <p>Dromana College also prides itself on our relationships with external stakeholders and the extra curricula opportunities we afford our students. Partnerships with local organisations such as Monash University and feeder Primary Schools and the opportunities for students to participate in enhancement programs are integral to our success as an educational provider. The College has a thriving Arts Program that gives students the opportunity to participate in various productions, the State School Spectacular, Art and Fashion Exhibitions and Music and Dance Programs. Likewise the Sport Program offers all of the traditional inter-school sport options as well as specialised offerings in the areas of Basketball (in partnership with the Southern Peninsula Basketball Association), Cycling, Sailing and Athletics. An extensive camp and excursion program including: Space Camp to NASA, Japanese and Indonesian homestays and language tours, European cultural tours and trips to Cambodia where students volunteer are further complemented by a wide range of Year Level, Outdoor Education and subject specific camps that further enhance the educational experience and the holistic development of our students.</p> <p>Of course quality teaching staff is the most important factor in any classroom. Dromana College has an excellent reputation for attracting and retaining motivated and committed staff and for developing staff and facilitating collaborative work practices to ensure that the needs of all Dromana College students are fully met.</p>
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## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To improve student achievement and achieve consistent learning growth, with a focus on literacy and numeracy learning outcomes for all students.	<ul style="list-style-type: none"> <li>• NAPLAN Student Growth to be above State Average in all areas by 2019</li> <li>• VCE All study Median Score to be above 31 by 2019</li> <li>• Percentage of study scores above 40 to be maintained at above 4%</li> </ul>	<p>1) Establish consistent teaching and learning practice across the college</p> <p>2) Build the capacity of staff to lead and implement purposeful teaching and achieve high quality learning, particularly in relation to Literacy and Numeracy skills.</p> <p>3) Implement a challenging and engaging curriculum that meets the individual needs of all students</p>
<b>Engagement</b>	To achieve high levels of student engagement both within the classroom and at a whole school level.	<ul style="list-style-type: none"> <li>• Decrease average days absent per student across the college to below the State Mean by 2019.</li> <li>• Student Attitude to School Survey mean scores to be within the third quartile for Year 7-12 by 2019.</li> </ul>	<p>4) Promote improved levels of student attendance through the implementation of specific strategies and programs.</p> <p>5) Maintain a stimulating and orderly learning environment, which actively encourages students to uphold the Dromana College values in all aspects of their curricula and extra curricula schooling.</p> <p>6) Continue to document and develop scaffolded pathways from Year 7-12.</p>

<b>Wellbeing</b>	To achieve high levels of student and staff wellbeing	<ul style="list-style-type: none"> <li>• Improve Parent Opinion survey results for Student Behaviour into the third quartile against all State Secondary Schools by 2019.</li> <li>• Improve the Staff Opinion Survey - Overall score for Professional Learning and School Climate - to above the All Secondary State Mean score by 2019.</li> <li>• Improve the Learning Confidence score on the ATSS to above 3.6 for all Year levels by 2019.</li> </ul>	<p>7) Improve students understanding of what characterises effective learning and develop their personal learning skills.</p> <p>8) Develop a collective understanding of Professional Learning across the college that aligns with DET guidelines and is directed towards Strategic Plan objectives.</p>
<b>Productivity</b>	To provide equitable and prudent management of resources to support the goals and strategies outlined within this plan	<ul style="list-style-type: none"> <li>• To achieve and maintain an annual budget surplus.</li> <li>• Ensure total enrolments are sustained at around 1200</li> </ul>	<p>9) Implement well planned workforce management practices</p> <p>10) Support families to access 1:1 learning across the college.</p>

## School Strategic Plan 2016 - 2019: Indicative Planner

Key Improvement Strategies	Actions	Achievement Milestone
<b>Achievement</b>  1) Establish consistent teaching and learning practice across the college	<b>Year 1</b> ➤ Formalise Principal Class / LT observations as part of Staff Performance Development Plans (PDP) against the Model of Effective Teaching	➤ All staff observed by PCO / LT once per semester
	<b>Year 2</b> ➤ All staff to be trained to give critical feedback against the model of effective teaching	➤ ATSS result for teacher effectiveness improve
	<b>Year 3</b> ➤ Staff observation sheets that they have filled out as part of their observation of a colleague to be used as evidence as part of the PDP process.	➤ ATSS results for teacher effectiveness to improve and to be at or above State benchmarks
	<b>Year 4</b> ➤ Formal observation and formal observing to be used as evidence as part of the PDP process.	➤ ATSS results for teacher effectiveness to be above State benchmarks
2) Build the capacity of staff to lead and implement purposeful teaching and achieve high quality learning, particularly in relation to Literacy and Numeracy skills.	<b>Year 1</b> ➤ Develop a whole school approach to improving students' Literacy and Numeracy skills at Year 7-10	➤ Whole school approach to improving individual student's Comprehension and Problem Solving Skills documented
	<b>Year 2</b> ➤ Implement this approach across all Learning Domains	➤ Approach observed within classrooms
	<b>Year 3</b> ➤ Consolidate this approach across all Learning Domains	➤ NAPLAN results for Literacy and Numeracy to be above or at state average
	<b>Year 4</b> ➤ Embed a consistent approach to improving students Literacy and Numeracy skills	➤ NAPLAN growth from 7-9 to be above state average for both Literacy and Numeracy.
3) Implement a challenging and engaging curriculum that meets the individual needs of all students	<b>Year 1</b> ➤ All Domains to continue to progress through the Cycle of Curriculum Development – with a specific emphasis on developing exemplars for all documented assessment tasks in order to raise expectations. ➤ Undertake review of current curriculum to ensure alignment with AusVELS	➤ Exemplars developed for all Year 10 and Year 7 GATs

	<b>Year 2</b>	➤ Cycle of Curriculum Development - Consolidate the use of standardised Domain based assessment tasks through moderation	➤ Exemplars developed for all Year 8 and Year 9 GATs.
	<b>Year 3</b>	➤ Continue to develop and consolidate sample units of work that incorporate AusVELs, VET, VCE and VCAL and include differentiated learning activities.	➤ An improved correlation between AusVELS teacher judgements and NAPLAN assessments
	<b>Year 4</b>	➤ Review documented curriculum and assessments for all areas of the curriculum	➤ Curriculum from 7-10 fully audited to ensure, GATs, marking criteria and exemplars fully documented.
<b>Engagement</b>			
4) Promote improved levels of student attendance through the implementation of specific strategies and programs.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Interrogate attendance data to identify chronic absences and proactively case manage targeted individuals and groups</li> <li>➤ Implement strategies to improve attendance rates, especially at Year 7-10</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attendance policies and processes reviewed, documented and presented to all staff</li> <li>➤ Specific strategies implemented</li> <li>➤ HOYs to set specific attendance targets for their Year level</li> </ul>
	<b>Year 2</b>	➤ Consolidate strategies to improve attendance rates, especially at Year 7-10	<ul style="list-style-type: none"> <li>➤ Specific strategies consolidated</li> <li>➤ HOYs to set specific attendance targets for their Year level</li> </ul>
	<b>Year 3</b>	➤ HOY / SSL and Home group Teachers (7-9) to have specific attendance rate targets as part of their PD plans.	<ul style="list-style-type: none"> <li>➤ Attendance rates to improve by 10%</li> <li>➤ HOYs to set specific attendance targets for their Year level</li> </ul>
	<b>Year 4</b>	➤ Review effectiveness of strategies to improve attendance rates, especially at Year 7-10	<ul style="list-style-type: none"> <li>➤ Attendance rates to be above state average</li> <li>➤ HOYs to set specific attendance targets for their Year level</li> </ul>
5) Maintain a stimulating and orderly learning environment, which actively encourages students to uphold the Dromana College values in all aspects of their curricula and extra curricula schooling.	<b>Year 1</b>	➤ Develop a student leadership and engagement recognition and reward program (Merit Program)	➤ Leadership, recognition and reward program developed and documented
	<b>Year 2</b>	➤ Implement a Merit Program across Year 7-12	➤ ATSS results improve
	<b>Year 3</b>	➤ Consolidate a Merit Program across Year 7-12	➤ ATSS results in the third quartile against all secondary providers for School Connectedness

	<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Embed the Merit Program part of Dromana College's culture</li> </ul>	<ul style="list-style-type: none"> <li>➤ ATSS results above state average for all secondary providers for all categories</li> </ul>
6) Continue to document and develop scaffolded pathways from Year 7-12.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Introduce new Year 9 Program in 2016</li> </ul>	<ul style="list-style-type: none"> <li>➤ New Year 9 Program implemented</li> <li>➤ Year 8/9 Transition Program implemented and documented</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Refine and consolidate the Year 9 program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff to have PDP goals specifically relating to student engagement and wellbeing.</li> <li>➤ ATSS Stimulating Variable increases</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Make a clear distinction between Year 7/8 and Year 9 in terms of expectations of students and begin to differentiate senior pathways</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year 9 seen as gateway to the Senior School as opposed to the last Year of Middle School.</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Year 9 Program changes evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improved Engagement and Achievement data across Year 7-9.</li> </ul>
<b>Wellbeing</b> 7) Improve students understanding of what characterises effective learning and develop their personal learning skills.	<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Develop a Model of Effective Learning and use 1:1 program as a lever to provide access to personalised learning</li> <li>➤ Continue to utilise DayMap to provide high quality feedback to students and parents</li> </ul>	<ul style="list-style-type: none"> <li>➤ All students at Year 7 to have a Yoga device</li> <li>➤ All Year 9 and 10 students to have a device (either notebook or iPad)</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Implement Model of Effective Learning at Year 8/9 through Pastoral / Home group</li> <li>➤ 1:1 program implemented at Year 8</li> </ul>	<ul style="list-style-type: none"> <li>➤ All students in Year 7/8 to have a Yoga device</li> <li>➤ All Year 9/10 students to have a device (notebook or iPad)</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Consolidate Model of Effective Learning at Year 8/9 and implement at Year 7 and 10</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1:1 across Year 7-10</li> <li>➤ DayMap Parent Portal accessed by 75% of parents</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Review Model of Effective Learning and use of DayMap</li> </ul>	<ul style="list-style-type: none"> <li>➤ 1:1 across the college</li> <li>➤ DayMap Parent Portal accessed by 90% of Year 7-10 parents.</li> </ul>
8) Develop a collective understanding of Professional Learning across the	<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Develop a school wide professional learning approach aligning with strategic objectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Documented policy of Dromana College's approach to Professional Learning.</li> </ul>

college that aligns with DET guidelines and is directed towards Strategic Plan objectives.		and that focuses on developing the Leadership Teams collective capacity to use Professional Learning as a tool to drive improvement	
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Implement school wider professional learning approach</li> <li>➤ Examine the implementation of a Master's Program for Teachers to be conducted at Dromana College</li> </ul>	<ul style="list-style-type: none"> <li>➤ Staff PDP to have goals with specific targets relating to: <ul style="list-style-type: none"> <li>- (NAPLAN / VCE)</li> <li>- ATSS / POS / SSS</li> </ul> </li> <li>➤ Year Level PLTs to exist within English Domain</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Embed school wide professional learning approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Professional Learning to be an explicit focus in Domain and Year Level Meetings</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Review school wide professional learning approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improved SSS results for Professional Learning</li> </ul>
<p><b>Productivity</b></p> <p>9) Implement well planned workforce management practices</p> <p>10) Support families to access 1:1 learning across the college.</p>	<b>Year 1</b>	<ul style="list-style-type: none"> <li>➤ Develop college master plan</li> <li>➤ Undertake workforce planning</li> <li>➤ Implement 1:1 at Year 7 2016</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional / upgraded facilities – develop plans for senior building and Year 7 area</li> <li>➤ 1:1 across Year 7</li> </ul>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>➤ Implement aspects of the master plan</li> <li>➤ Continue to undertake efficient workforce planning</li> <li>➤ Implement 1:1 from 7-10</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional / upgraded facilities – Begin senior building and Year 7 area redevelopment</li> <li>➤ 1:1 across Year 7-10</li> </ul>
	<b>Year 3</b>	<ul style="list-style-type: none"> <li>➤ Consolidate development of college facilities</li> <li>➤ Implement 1:1 from 7-11</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional / upgraded facilities – Complete senior building and Year 7 area redevelopment</li> <li>➤ 1:1 across Year 7-11</li> </ul>
	<b>Year 4</b>	<ul style="list-style-type: none"> <li>➤ Review college master plan against enrolments</li> <li>➤ Implement 1:1 across the college</li> </ul>	<ul style="list-style-type: none"> <li>➤ Master plan revised to accommodate projected involvements</li> <li>➤ 1:1 across Year 7-12</li> <li>➤ College budget to remain in surplus for duration of Strategic Plan</li> </ul>