Diamond Valley College Strategic Plan 2016-2019

<table>
<thead>
<tr>
<th>School vision</th>
<th>School values</th>
<th>Context and challenges</th>
<th>Intent, rationale and focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond Valley College is committed to being the provider of quality educational opportunities for all of its students. To support young people to be curious, collaborative and technologically capable learners who are challenged to achieve their very best. Students of Diamond Valley College will demonstrate community engagement; they will be encouraged and supported to become responsible, enterprising and active members of society who make a positive contribution to the local and global communities.</td>
<td>The values of Respect, Responsibility and Excellence are truly embedded in all that we do. All members of the Diamond Valley College community are asked to uphold these values and to always reflect on how they can influence our actions. From the first transition activities for staff and students we ask that they reflect on our values and how by upholding them they can be proud of their achievements and their school. The three diamond logos is a visual reminder of our values that can be found in all forms of college communication.</td>
<td>Diamond Valley College is a mid sized secondary school that draws students from a range of distinct and diverse communities. These include the nearby communities of Diamond Creek, Wantirna Glen and Hurstbridge; the more rural areas of Kinglake, Arthurs Creek, Strathewen, St Andrews, Panton Hill and Kangaroo Ground; and the growth corridor through Mernda and Doreen. As a result almost 70% of its students travel by bus to school. Previous steady enrolments have been impacted since 2015 due to the opening of Hazel Glen College, which has resulted in a decline in year 7 enrolments from 175 to 110. It is anticipated that enrolments will steadily particular with the implementation of public transport from South Morang via Mernda and Doreen. A commitment will be sought by DET and PTV to continue their support of rural communities to access Diamond Valley College, in particular the community of Kinglake that has had a strong commitment to the school and is currently seeing increasing enrolments. The school has a rigorous Victorian Certificate of Applied Learning (VCAL) program that sits alongside the regular Victorian Certificate of Education (VCE). In both pathways students can undertake Vocational Education and Training (VET) courses to support their future options, and the College’s students have demonstrated success in these courses. The school’s buildings have been maintained in excellent condition and facilities include a fenced set of all-weather tennis courts, a unique WellBeing Centre, an internal gym, and the Community Bank Stadium next door. Plans are underway for capital works to further develop facilities to support 21st century learning.</td>
<td>Diamond Valley College strives to be the school of choice for its community. An educational facility that supports each of its students to reach a successful pathway for the future. It challenges students of all capabilities through its varied programs providing opportunities for all. Leadership and student voice is valued, with opportunities provided at all year levels to contribute to the direction of the college. These opportunities need to be made available in a range of forums to include curriculum, performing arts, sport, community engagement and global awareness. It is important that our students are actively involved in their learning and through the development of positive relationships with the teaching staff will be able to engage in learning that caters for all and prepares student for the challenges of the future, developing skills in communication, collaboration, creativity and problem solving. Teachers will be supported to develop leadership capacity and expand existing college professional learning. They will work together to achieve whole school improvement strategies with particular emphasis on consistent practice, improved literacy and numeracy and high expectations of all students. We want all students to know that they will be supported to achieve their personal goals and pathway in a supportive and understanding environment. There will be particular emphasis in the area of student achievement, with revision of the Good Teaching Practice document to ensure consistency and direction for teachers. This will allow for targeted improvements through the effective use of data to inform curriculum development and teaching practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Four-year goals (for improving student achievement, engagement and wellbeing)</th>
<th>Improvement Priorities, initiatives and/or Dimensions</th>
<th>Key improvement strategies</th>
<th>Targets (for improving student achievement, engagement and wellbeing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve higher levels of growth in all students’ in Years 7-12, across all capability levels and learning domains, ensuring that each student is appropriately challenged and supported to achieve excellence.</td>
<td>Excellence in Teaching &amp; Learning Building practice excellence Curriculum planning &amp; assessment</td>
<td>- Build teachers’ capabilities to implement the refined DVC Good Teaching Practice model. - Design and implement a High Achievers Program - Create programs to increase the rate of growth in literacy and numeracy skills of every student at every level of capability across the school - Provide a rigorous and differentiated curriculum based on the Victorian Curriculum - Enhance teacher capacity to use accurate and purposeful formative and summative assessment across all learning areas and year levels.</td>
<td>- Improve the NAPLAN matched cohort data for each of Reading, Writing and Numeracy so that the proportion of students with high relative growth is above 25% (the State means are 25%) for cohorts such as Year 7 in 2016 to Year 9 in 2018. - Increase the VCE all-study score three-year average (2016-2018) to 28.5 (it was 27.4 in 2012-2014) and increase the three-year average (2015-2017) mean within each VCE study by 0.5. - Maintain the VCEAL senior completion rate above 80%. - Improve the ATSS Survey data so that by 2018: o Learning Confidence is at least 4.0 on the 5-point scale (it was 3.56 in 2015); and o Teacher Effectiveness is at least 4.0 on the 5-point scale (it was 3.34 in 2015). - Improve PO Survey data so that by 2018: o Homework is at least 5.5 on the 7-point scale (it was 4.69 in 2015).</td>
</tr>
</tbody>
</table>

Framework for Improving Student Outcomes

Published: February 2016
<table>
<thead>
<tr>
<th>Positive Climate for Learning</th>
<th>Community Engagement in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building practice excellence</strong></td>
<td><strong>Setting expectations and promoting inclusion</strong></td>
</tr>
<tr>
<td>Setting expectations and promoting inclusion</td>
<td><strong>Building communities</strong></td>
</tr>
<tr>
<td>• Build teachers’ capabilities to increase students’ levels of cognitive engagement.</td>
<td>• Provide for the positive development of student wellbeing.</td>
</tr>
<tr>
<td>• Develop strategies to decrease absences and retain current students as they move through the school.</td>
<td>• Build more respectful relationships.</td>
</tr>
<tr>
<td>• Devise a career development program across the curriculum for all students that raises aspirations and builds decision-making skills.</td>
<td>• Strengthen school pride.</td>
</tr>
</tbody>
</table>

- **Framework for Improving Student Outcomes**

To provide a stimulating learning environment where students have increased levels of challenge, cognitive engagement and independence with high expectations for their personal performance and future.

To reduce student absenteeism.

### Positive Climate for Learning

- Improve the ATS Survey data so that by 2019:
  - Stimulating Learning is at least 3.3 on the 5-point scale (it was 2.87 in 2015).
  - Student Motivation is at least 4.4 on the 5-point scale (it was 4.14 in 2015).

- Improve retention Year 7 to Year 12 to above 60% by 2018 (i.e. current Year 9 students). It was 50.8% for Year 7 in 2009 to Year 12 in 2014.

- Improve PO Survey data so that by 2019:
  - Stimulating Learning is at least 5.5 on the 7-point scale (it was 4.74 in 2015).
  - Student Motivation is at least 5.0 on the 7-point scale (it was 4.32 in 2015).

- Reduce absenteeism to less than 15 days/student across the school by 2018 (it was 19.89 in 2014).

- Improve the ATS Survey data so that by 2019:
  - Classroom Behavior is at least 3.6 on the 5-point scale (it was 2.92 in 2015).
  - Teacher Empathy is at least 4.0 on the 5-point scale (it was 3.36 in 2015).
  - School Connectedness is at least 4.0 on the 5-point scale (it was 3.36 in 2015).
  - Connectedness to Peers is at least 4.4 on the 5-point scale (it was 3.89 in 2015).
  - Student Morale is at least 4.8 on the 7-point scale (it was 4.37 in 2015).

- Improve the Staff Survey data so that by 2019:
  - Staff Trust in Colleagues is at least 75 (it was 71.98 in 2015).

- Improve PO Survey data so that by 2019:
  - Classroom Behavior is at least 5.0 on the 7-point scale (it was 3.4 in 2015).
  - School Connectedness is at least 5.4 on the 7-point scale (it was 4.85 in 2015).

To actively promote student optimism and resilience and implement programs that ensure students feel respected and responsible for, and confident in, managing their own personal wellbeing.

### Community Engagement in Learning

- Improve the ATS Survey data so that by 2019:
  - Stimulating Learning is at least 3.3 on the 5-point scale (it was 2.87 in 2015).
  - Student Motivation is at least 4.4 on the 5-point scale (it was 4.14 in 2015).

- Improve retention Year 7 to Year 12 to above 60% by 2018 (i.e. current Year 9 students). It was 50.8% for Year 7 in 2009 to Year 12 in 2014.

- Improve PO Survey data so that by 2019:
  - Stimulating Learning is at least 5.5 on the 7-point scale (it was 4.74 in 2015).
  - Student Motivation is at least 5.0 on the 7-point scale (it was 4.32 in 2015).

- Reduce absenteeism to less than 15 days/student across the school by 2018 (it was 19.89 in 2014).

- Improve the ATS Survey data so that by 2019:
  - Classroom Behavior is at least 3.6 on the 5-point scale (it was 2.92 in 2015).
  - Teacher Empathy is at least 4.0 on the 5-point scale (it was 3.36 in 2015).
  - School Connectedness is at least 4.0 on the 5-point scale (it was 3.36 in 2015).
  - Connectedness to Peers is at least 4.4 on the 5-point scale (it was 3.89 in 2015).
  - Student Morale is at least 4.8 on the 7-point scale (it was 4.37 in 2015).

- Improve the Staff Survey data so that by 2019:
  - Staff Trust in Colleagues is at least 75 (it was 71.98 in 2015).

- Improve PO Survey data so that by 2019:
  - Classroom Behavior is at least 5.0 on the 7-point scale (it was 3.4 in 2015).
  - School Connectedness is at least 5.4 on the 7-point scale (it was 4.85 in 2015).