

# School Strategic Plan 2019-2023

Diamond Valley College (8746)



Awaiting for review by School Principal

Awaiting endorsement by Senior Education Improvement Leader

Awaiting endorsement by School Council President

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<b>School vision</b>	At Diamond Valley College, we provide a structured student centred approach to learning that empowers all to achieve their chosen pathway.
<b>School values</b>	Our college aims to provide all students with access to a broad and challenging curriculum, with the expectation to achieve at least one year's learning growth each year. Diamond Valley College will provide students with a safe, positive, learning environment, that strives to develop a sense of pride and community that is underpinned by the College values of <b>respect, responsibility and excellence.</b>
<b>Context challenges</b>	<p>The teaching staff are currently being challenged in the FISO areas of:</p> <p><b>Excellence in Teaching and Learning</b> Building Practice Excellence Curriculum Planning and Assessment</p> <p>This work challenges teachers to use data to support point of need evidence based teaching and learning approaches, a practice that is not currently embedded. There needs to be consistent use of data sources to inform curriculum development, differentiation and provision.</p> <p>The evaluation of teacher impact on learning and an evidence based approach to the <b>HITS and DV Instructional Model</b> is required.</p> <p>Student agency needs to be developed significantly to ensure that all students have influence over their learning to achieve individual goals and in consistent whole school approaches to high expectations.</p> <p><b>Professional Leadership</b> Instructional and Shared Leadership</p> <p>This work challenges teachers to have collective responsibility across all domains to use data consistently to improve teaching and learning for improved student outcomes.</p> <p><b>Strategic Resource Management</b></p> <p>The college is in the process of rebuilding enrolments after a period of significant decline. The college has been in deficit for nine of the past ten years and in the past three years whilst receiving work force bridging support has had to declare staff in excess of the college's requirements. There has been an increase in</p>

	<p>enrolments at year seven since 2018 by 25% and the increase for 2020 has increased by 40%. The challenge in this strategic plan period is to maintain retention in Senior School and be flexible in our subject offerings to ensure that students are provided choice. This will be challenging with cohorts of 75 students and one of the main reasons why we have aligned the year 9&amp;10 blocks with 11&amp;12 to provide greater a choice and bolster numbers in subjects with great options for advanced placements.</p> <p>The C19 pandemic has been at the centre of 2020 work. The college has responded to the challenges of remote learning and is conscious of the governmental decision that NAPLAN will not be held in 2020. To ensure the continuous improvement work we will utilize OnDemand results aligned with teacher judgements during the 2020 AIP.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our mission is to guide student’s potential through developing creative, independent, curious and critical thinkers to reach their personal best. We aim to provide all students with access to a broad and challenging curriculum and experiential learning opportunities. Throughout the Strategic Plan we will be prioritising the learning growth of all students across all learning Domains, with an emphasis on improved literacy and numeracy. We will place importance on student voice and agency so that they have greater input in the direction of their learning. With this in mind, we seek to improve the overall engagement and connectedness of our students to their learning, college and community.</p> <p>This work will be supported by the Department of Education and Training <b>DSSI</b> <a href="https://www.education.vic.gov.au/Documents/about/educationstate/differsupportedstatefactsheet.pdf">https://www.education.vic.gov.au/Documents/about/educationstate/differsupportedstatefactsheet.pdf</a> and <b>MYLNS</b> <a href="https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref118.aspx">https://www.education.vic.gov.au/school/teachers/management/finance/Pages/srpref118.aspx</a> initiatives.</p> <p>A greater emphasis will be placed on our <b>DV Instructional Model</b>, focusing on a <b>Professional Learning Community (PLC)</b> <a href="https://www.education.vic.gov.au/school/teachers/management/improvement/plc/Pages/default.aspx">https://www.education.vic.gov.au/school/teachers/management/improvement/plc/Pages/default.aspx</a> inquiry cycle to enhance our staff use of data to address point of need teaching to improve student outcomes. The leadership team will focus on providing the structures and preconditions to allow this work to occur, with the implementation of PLC and Domain teams. Leadership is working towards shifting the culture within the school to be more inclusive and collaborative. For this to be a successful leadership model the leadership team’s behaviors will be immersed in the skills of instructional leaders. It is critical that staff recognize that all DV staff are working together in order to see a positive shift in practice and student outcomes.</p> <p><b>The Annual Implementation Plan evaluation and review</b> process from 2020 to 2023 will scaffold the goals identified in the Strategic Plan, identify how resources can best be distributed to achieve our goals and use available data to assess our progress.</p>



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<b>Goal 1</b>	<b>Maximise learning growth for every student across all domains</b>
<b>Target 1.1</b>	Increase percentage of students in NAPLAN middle and top two bands: Year 9 Reading from 81% (2019) to 85% (2023) Note:19% in top two bands in 2019 Year 9 Writing from 56% (2019) to 70% (2023) Note: 8% in top two bands in 2019 Year 9 Numeracy from 94% (2019) to 95% (2023) Note: 21% in top two bands in 2019
<b>Target 1.2</b>	Increase percentage of students in NAPLAN above benchmark growth matched cohorts Years 7-9 Year 9 Reading from 15% (2019) 25% in 2023 Year 9 Writing from 16% (2019) to 25% in 2023 Year 9 Numeracy from 23% Year 9 (2019) to 30% in 2023
<b>Target 1.3</b>	By 2023 the VCE Mean Study Score will have increased from 27.07 (2019) to 30.
<b>Target 1.4</b>	By 2023 the following AToSS factors: Differentiated Learning from 49 % (2019) to 60 % (2023).
<b>Target 1.5</b>	By 2023 the following Staff Opinion Survey factors: Use evidence to inform teaching practice from 41% (2019) to 60% Understand how to analyse data from 16% (2019) to 60% (2023)
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity, <b>curriculum planning and collective responsibility across all domains</b> to differentiate to point of need to ensure challenge and progress for every student.

<b>Key Improvement Strategy 1.b</b> Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model ( <b>DVIM</b> ) which is based on the Victorian Teaching and Learning Model in all domains.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop an agreed approach <b>and collective responsibility</b> to the effective teaching of literacy and numeracy across all domains using a PLC approach to maximise student learning growth.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on evidence-based instructional practices.
<b>Key Improvement Strategy 1.e</b> Building practice excellence	Action Plan to accelerate <b>collaborative</b> improvement through the <b>DSSI, MYLNS and PLC initiatives including consistent domain templates using HITS, DVIM, data and reflection.</b>
<b>Goal 2</b>	<b>To improve student voice and agency in their learning</b>
<b>Target 2.1</b>	By 2023 the following AToSS factors: <ul style="list-style-type: none"> <li>• Student voice and agency; positive endorsement from 36 % (2019) to 47 % (2023).</li> <li>• Motivation and interest in learning; positive endorsement from 59 % (2019) to 71 % (2023).</li> <li>• Self-regulation and goal setting; positive endorsement from 61 % (2019) to 73 % (2023).</li> </ul>
<b>Target 2.2</b>	By 2023 the following SOS factors: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 44 % (2019) 85 % (2023)</li> <li>• Use high impact teaching strategies from 59% (2019) to 85 % (2023)</li> <li>• Trust in students and parents 34% (2019) to 65% (2023)</li> </ul>

<p><b>Key Improvement Strategy 2.a</b> Intellectual engagement and self-awareness</p>	<p>Enable authentic opportunities for students to collaborate, make decisions and provide feedback around their learning <b>with a focus on high expectations and goal setting.</b></p>
<p><b>Key Improvement Strategy 2.b.</b></p>	<p><b>Build practices for including student agency in the development of curriculum and pedagogy into the consistent domain templates using HITS, DVIM, data and reflection.</b></p>
<p><b>Goal 3</b></p>	<p><b>To strengthen students' engagement and connectedness to school community</b></p>
<p><b>Target 3.1</b></p>	<p>The following AToSS factors positive endorsement will improve.</p> <ul style="list-style-type: none"> <li>• Teacher concerns from 35 per cent to 47 per cent.</li> <li>• School connectedness from 51 per cent to 60 per cent.</li> <li>• Respect for Diversity from 43 per cent to 55 per cent.</li> <li>• Effective teaching time from 56 per cent to 68 per cent.</li> <li>• High Expectations from 66 per cent to 78 per cent.</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2023: The SSS factor: Academic emphasis—positive endorsement 52 per cent to 60 per cent.</p>
<p><b>Target 3.3</b></p>	<p>By 2023: Absenteeism will have decreased from 18 to 15 days.</p>

<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Strengthen the partnership between staff, student and parents to create a shared responsibility for student wellbeing in classes, assemblies, co-curricular activities and other opportunities.
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Develop a culture of high expectations, respect for diversity and aspirations for all students.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Create a whole school approach to an inclusive, safe and supportive learning environment continuing to work with Berry Street <a href="https://learning.berrystreet.org.au/focus-areas/berry-street-education-model">https://learning.berrystreet.org.au/focus-areas/berry-street-education-model</a> and Respectful Relationships models <a href="https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx">https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx</a>