School Strategic Plan 2023-2027

Diamond Valley College (8746)

DIAMOND
VALLEY
COLLEGE

VICTORIA State Government | Education and Training

School Strategic Plan - 2023-2027

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School vision	At Diamond Valley College, we provide a structured student centred approach to learning that empowers all to achieve their chosen pathway.
School values	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 respect, responsibility and excellence.
Context challenges	Diamond Valley College is situated on the urban fringe with more than 53% of students bussing in from surrounding rural areas. This can present a range of logistical challenges including arrangements for after school activities, potential for impact on attendance due to isolation and logistics of bus coordination including use of public buses. Our school enrolment has grown significantly in the past 5-6 years. We will maintain our enrolments at a manageable student number to ensure quality teaching, resources and facilities. We pride ourselves in knowing our students and families well and as we grow this is something we value and will maintain. We attract students from very small schools and we need to ensure we support transition with nuanced approaches to support positive engagement.
Intent, rationale and focus	Students at Diamond Valley College deserve the highest quality education and access to a safe and supportive learning environment. With improvements in explicit teaching of expectations across the school, we will build high expectations for learning and support all students to strive for growth. Students will understand and embed our school values of Respect, Excellence and Responsibility these will underpin our daily interactions and ways of working, supporting them to connect and develop strong learning relationships with other students, staff and the wider community. We will continue to develop processes for supporting student wellbeing and ensure all students and staff are inclusive of all people in our school community. We will continue to embed a tiered approach to wellbeing and learning with all students (tier1), receiving a common understanding of expectations and supports, and tier 2 and 3 (students with higher levels of need) a more nuanced approach to supports. When students attend regularly and can engage wholeheartedly with learning, they can maximise learning growth and improve learning and social and emotional wellbeing. Teachers, families and students will collaborate to improve student outcomes in reading, writing and numeracy. We will plan to improve VCE results, building on our improvements in 2023. Staff will access and embed understanding and use of student data to support teaching and learning decisions and students will use their own data to help them aim for growth and develop agency in

	learning.
	A safe learning environment is imperative for students to learn to their highest potential and equally important for staff to teach to their full capacity. This needs to be a priority across the school to engage students in every aspect of learning and support students to gain agency. Attendance is linked directly to student connection and outcomes and will be a major focus in 2024.
	Due to growth and changes in the school structure, it is important to review organisational design and policy and processes to ensure efficient and effect work practices. This will be the primary focus in year 1 of our strategic plan alongside improvements in attendance and ensuring a safe, calm learning environment for all students.
	Over the course of our strategic plan we will continue to build student agency and learning growth outcomes, especially in numeracy, literacy and VCE.

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Goal 1	To maximise learning growth for every student
Target 1.1	By 2027 increase the percentage of Year 9 students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of: • Reading from 63% (2023) to 68% • Writing from 62% (2023) to 66% • Numeracy from 58% (2023) to 65%
Target 1.2	NAPLAN target for student learning growth by 2027 to be confirmed. *To be finalised based on DE advice

Target 1.3	By 2027, increase the percentage of Year 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels 7-10: (Semester 2021 -Semester 2 2022)
	
	• English
	    o Reading and viewing from 63% (2022) to 75%
	    o Writing from 68% (2022) 75%
	    o Speaking and listening from 64% (2022) 75%
	• Mathematics
	    o Number and Algebra from 49% (2022) to 60%
	    o Measurement and Geometry from 56% (2022) to 65%

	o Statistics and Probability from 62% (2022) to 70%
Target 1.4	By 2027: • increase the VCE all study score from 24.47 (2022) to 28.88 (State) • the adjusted estimate to be zero or above for all studies.
Target 1.5	By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) Teaching and Learning Modules for the measures of: • Understand how to analyse data from 26% (2023) to 40% • Monitor effectiveness using data from 33% (2023) to 45% • Use evidence to inform teaching practice from 65% (2023) to 70%
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement organisational structures that support the school's vision and improvement agenda.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop staff capability to embed evidence-based teaching and learning practices.

Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop staff capability to use data and assessment practices to improve student learning growth.
Goal 2	To improve engagement in learning
Target 2.1	By 2027 increase the percentage of positive endorsement on the 7-12 student Attitudes to School Survey for the factors of: • Student voice and agency from 27% (2023) to 35% • Self-Regulation and goal setting from 40% (2023) to 48% • Differentiated learning challenge from 47% (2023) to 55% • Effective teaching time from 50% (2023) to 58%
Target 2.2	By 2027 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of: • Use student feedback to inform teaching practice from 28% (2023) to 51% • Promote student ownership of learning from 37% (2023) to 55% • Plan differentiated learning activities from 57% (2023) to 62%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and demonstrate a consistent whole school understanding and approach to student agency in learning

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student and teacher capability to set goals, monitor and reflect on learning progress
Goal 3	To improve student wellbeing
Target 3.1	By 2027 increase the percentage of positive endorsement on the 7-12 student Attitudes to School Survey for the factors of: • School Connectedness from 31% (2023) to 40% • Motivation and interest from 37% (2023) to 45% • Respect for Diversity from 30% (2023) to 40% • Advocate at School from 56% (2023) to 65%
Target 3.2	By 2027 reduce the percentage of students with 20 or more absent days for: • Year 7 from 68% (2022) to 50% • Year 8 from 71% (2022) to 50% • Year 9 from 69% (2022) to 50%
Target 3.3	By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of: • Support growth and learning of whole student from 43% (2023) to 55% • Trust in students and parents from 34% (2023) to 44%

Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance the school's practices for supporting attendance, student inclusion, health and wellbeing
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen and embed strategies to improve student connectedness and promote school pride
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	