School Review Report

Diamond Valley College

8746

North Western Victorian Region

Validation Day: 1 November 2023

Fieldwork Day/s: 8, 9 November 2023

Final Panel Day: 15 November 2023

Strategic Plan 2019-2022

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1. Public section

1.1 School context

Location and history	Diamond Valley College is a coeducational single campus Year 7–12 school. Established in 1988 the school is located in a semi-rural area in the suburb of Diamond Creek, 44 kilometres north-east from Melbourne's Central Business District (CBD). Student enrolments are drawn from a wide catchment area and a high percentage of students travel to school by bus or public transport.
School facilities	The school site includes an administration building with varied staff areas, offices and classrooms. Improvements to learning areas included a Year 12 study centre, technology upgrades, general enhancement of learning spaces and a new science centre completed in 2022. The college provides sporting facilities and outdoor learning spaces including a gymnasium, a range of courts, oval and athletics tracks. The school grounds also benefited from upgrades and enhancements, including outdoor seating areas, landscaping and the installation of shade sails. These improvements provided students with additional spaces for leisure and reflection.
Enrolments	Enrolments at the time of the review were approximately 835 students. Enrolments have increased over the strategic period.
SFO and SFOE	The Student Family Occupation Education (SFOE) in 2023 was 0.3248.
Staff profile	The staffing profile of Diamond Valley College includes a principal, 2 assistant principals, 4 leading teachers, 2 learning specialists and 62.8 fulltime equivalent (FTE) teaching staff. Additional support is provided through the allocation of 14.2 Education Support (ES) staff, including classroom integration and office administration staff. A Mental Health Practitioner (MHP) provides additional wellbeing support.
Curriculum	The school provides an approved sequential Victorian Curriculum framework for students in Years 7–10 and provides a range of senior pathways through the Victorian Certificate of Education (VCE) and VCE Vocational Major (VM) curriculums. Some subjects are also offered through Virtual School Victoria. The school provides onsite access to the Vocational Education and Training (VET) program for Screen and Media and other VET programs through the local VET cluster. The school offers a Language other than English (LOTE); Italian program. A Bring Your Own Device (BYOD) program is available to students 7–12. A range of strategies and programs to assist students needing additional support are provided by the school. The school also offers a Victorian High Achievers Program (VHAP) and a Sports Academy with access to a high-performance athlete training system in conjunction with academic studies.
Additional information	Enrichment learning activities and extra curricula programs are offered for students including lunchtime clubs, sporting programs, swimming and camping programs. School productions, a house program and student leadership opportunities are also provided for students.

1.2 School and community highlights

Highlight 1

Title: Increased Enrolments and staffing

The Panel agreed the significant increase in student enrolments from 2019 provided several benefits for both staff and students. Several initiatives contributed to increased enrolments and a positive perception of the school in the community. This included the establishment of the Sports Academy in 2018, the VHAP and additional extra-curricular opportunities. Other benefits included the introduction of new subjects, extension of curriculum offerings and enhanced access to VCE subjects directly on-site rather than through Virtual School Victoria or combined classes. Increased enrolments also allowed for an expansion in the leadership structure and increased opportunities to hire new staff each year. The Panel agreed, the additional leadership positions and employment of additional teachers invigorated teams and provided a wider support network for students.

Highlight 2

Title: Improved Environment

The Panel confirmed a school highlight was the significant improvements to facilities and grounds. This included the completion of facility upgrades such as a new science centre, roof works, technology upgrades, carpeting, painting, and window replacements. The school also focused on grounds improvements, offering safe bike storage, outdoor seating areas, landscaping and shade sails, installation of flag poles, Closed Circuit Television (CCTV) upgrades, and improved car parking with lighting. Additionally, learning support was augmented with the addition of data projectors or TVs in every classroom. The Panel agreed improvements to the school environment contributed to enhanced teaching and learning opportunities and facilities for students and staff.

Highlight 3

Title: Curriculum documentation

The Panel positively endorsed the large body of work the college had completed to develop school curriculum documents and agreed it was a school highlight. This assisted in raising staff awareness of the requirements of the Victorian Curriculum and enhanced accountability measures for student learning. The use of a consistent template to fully document the curriculum for every subject from Year 7–12 allowed for more accurate reporting of progression and areas of focus for feedback to students. Curriculum outlines were readily available online, referenced in overviews and used for planning. Teachers indicated the development of the curriculum overviews and scope and sequence documents had positively supported their planning. The Panel noted this had been particularly beneficial for those staff new to the college, year level or domain and early career staff.

Highlight 4

Title: Collaboration during remote learning

The Panel confirmed a key highlight was the support provided to students, families and staff during periods of remote learning. The school adapted significantly in response to the challenges posed and adjusted curriculum delivery. This approach improved the pedagogical practice, allowing for a better understanding of students as learners. Support from both new and existing leaders using their knowledge and expertise, supported staff fostering a strong sense of collaboration and collegiality. Staff also played a key role as wellbeing mentors

supporting both students and colleagues. The Panel concluded the school's support during remote learning positively impacted student and staff sense of wellbeing and school connectedness during a challenging time.

1.3 Summary of key review findings

Performance against the School Strategic Plan (SSP) goals and targets

SSP Goal 1	The 2019–22 SSP set a goal to maximise learning growth for every student across all domains. The Panel found this goal was partially met. Following an analysis of evidence of achievement against each target, one target was partially met, and 4 targets were not met.
SSP Goal 2	The Panel found the goal to improve student voice and agency in their learning was not met. Following an analysis of evidence of achievement against each target, both targets were not met.
SSP Goal 3	The Panel found the goal to strengthen students' engagement and connectedness to school community was not met. Following an analysis of evidence of achievement against each target, the 3 targets were not met.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1:

To what extent are agreed teaching and learning practices including a documented curriculum, used to assess, challenge and support students?

The Panel concluded that some progress was made in implementing the Professional Learning Community (PLC) initiative and use of teaching and learning approaches. Progress was also made to document curriculum outlines for all domains supporting teachers during planning. The Panel found, there was scope to deepen staff understanding of the curriculum as a continuum of learning in order to provide for extension and differentiation. The Panel found that progress was made to improve data analysis and assessment practices. But agreed the use of formative assessment could be strengthened. Some variation in data literacy capability across teams was also noted and the Panel agreed these differences impacted the consistency of data analysis.

Terms of Reference Focus Question 2:

To what extent do the college vision, values and practices, successfully support student engagement and agency in learning?

The Panel found progress was made in providing programs to prioritise wellbeing support, however, a whole school behaviour framework was not yet in place. Additional professional learning for staff in managing challenging behaviours was also recommended. The Panel noted opportunities for students to receive and to seek feedback on learning and the setting of personal learning goals was evident but not yet embedded practice. The Panel found that the school had student leadership opportunities in place, but this could be expanded.

1.4 Summary of areas of focus for the next School Strategic Plan

The School Review Panel recommends *the following areas of focus be captured in* the next School Strategic Plan:

- School vision, values and culture
- Organisational and communication structures
- Middle level leadership development particularly clarifying roles and opportunities for new and aspiring leaders
- Professional Learning Communities (PLCs), particularly embedding practice and exploring options for domain-based PLCs.
- Collegiate visits and peer observations
- Teaching and Learning model particularly refinement of practice and consistency of implementation.
- Curriculum understanding particularly the continuum of learning across Years 7–12
- Assessment and data literacy, particularly moderation, developmental rubrics, formative assessment and reporting processes.
- Student agency and voice, particularly challenging learning goals, feedback and reflection strategies
- Students' mental health and wellbeing, particularly clarifying behaviour approaches
- Learning partnerships with parents and the wider community
- Student Leadership
- Student attendance