

# School Strategic Plan 2019-2022

Virtual School Victoria (6261)



Submitted for review by Bretton New (School Principal) on 19 December, 2019 at 03:11 PM

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Awaiting endorsement by School Council President



Education  
and Training

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<b>School vision</b>	Virtual School Victoria aims to provide contemporary, evidence-based virtual learning opportunities for a diverse student community, with a strong focus on enabling every student to achieve their own personal learning goals.
<b>School values</b>	<p>In the twelve months leading up to the Virtual School Victoria school review an extensive and facilitated consultative process was undertaken to review and define the values to shape the way the Virtual School Victoria community works together within a framework of shared norms and expectations. Our values also provide the basis for our agreed decision making processes and the implementation of those decisions on behalf of the community.</p> <p>The Virtual School Victoria values are:</p> <p>Respect: Treating the feelings, opinions, wishes and rights of others with, as much consideration as we would have them treat our own.</p> <p>Empathy: The ability to understand and share the experiences and feelings of another.</p> <p>Collaboration: The act or working together with someone to produce or achieve something.</p> <p>Growth: The ongoing process of development and improvement.</p>
<b>Context challenges</b>	<p>The School Review Report highlighted a number of challenges facing Virtual School Victoria going forward into the next four year strategic planning period. These included:</p> <ol style="list-style-type: none"><li>1. The increasing complex health and wellbeing needs of students enrolling at the school poses significant challenges. This particularly relates to the increased enrolments of students with diagnosed mental health issues. The degree of serious student health diagnosis, both physical and emotional, significantly impacts on student wellbeing. This is compounded by students identified with disabilities being unable to access additional resources as do their peers with disabilities in other schools. Students directly enrolled at Virtual School Victoria cannot access the Program for Students with Disabilities.</li><li>2. The availability of student data to inform practice. Virtual School Victoria is not a CASES21 Student Administration school as are all other State Government schools. There are challenges in obtaining prior school data to inform decisions about appropriate</li></ol>

	<p>student learning and teaching programs. Limited relevant data sets are available to show student progress during the time students were enrolled at the school. CASES21 student administrative practices would enable effective transfer of data, clarity of funding for shared enrolments and improved system database knowledge. Data sets collected through the Attitude to School Survey and the Parent Opinion Survey have validity limitations.</p> <p>3. Meeting the needs of children and young people in the timeliest way is compromised by the enrolment processes at Virtual School Victoria. Parents/Carers and school staff identify the current annual enrolment process as a significant stress and cost to families. The annual enrolment process also contributes to a lack of knowledge of and responsiveness to student needs early in the school year. The annual enrolment process also limits short term and medium to long term planning as there can be no projection of who is to enrol, from what enrolment categories and in what subjects.</p> <p>4. Whilst the school is in the process of allocating significant resources to student wellbeing there remains a lack of embedded structures within the school to consistently support student wellbeing. In parallel there is also a lack of embedded structures within the school to consistently build parent and community engagement.</p> <p>5. The necessary but rapid establishment of a new asynchronous and synchronous learning management system has been challenging on a number of levels. Some staff have found embracing the new technological skills difficult. Other staff lack a commitment to the school's vision and technological advances that inevitably require a change in practice to deliver the agreed learning and teaching program. This is further compounded by the high staff turnover a significant reliance on fixed term contract teachers to accommodate changing patterns through the annual enrolment process.</p> <p>6. The development of a new organisational design with revised meeting processes and professional learning community structures is evolving and not yet fully embedded. Whilst the school had implemented specific roles and responsibilities to support staff in the introduction of the new online learning environment, there has not yet been sufficient time and targeted professional learning for all staff for this to be fully embedded. The capacity of the school to support all staff through the recent rapid shift in expectations and work practices can never meet the need.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Virtual School Victoria's purpose is to successfully provide flexible access to innovative, quality virtual education in a safe and welcoming environment to a diverse cohort of children and young people who cannot access the specific subjects and/or an education program in their local school setting for a period of time.</p> <p>The virtual educational environment provided by Virtual School Victoria provides all Victorian children and young people with the</p>

opportunity to engage and re-engage with education and experience success on their own terms. Not all Victorian children and young people can attend their local school. They may live in an isolated area of the State, they may be travelling with their family. They may be very good at sport or performance. They may be suffering a physical illness. They may be suffering a range of mental health illnesses. They may have left school and are too old to return to their previous year level. They may not be able to access the subject they are interested in or need for their future in their home school. The way our virtual school works means that thousands of children and young people can access the education they need, as a basic right, any time anywhere.

For the next four years the focus of the work at Virtual School Victoria will be on providing:

1. a safe virtual learning environment that ensures student wellbeing is foremost .
2. an authentic and quality education that is accountable to the Victoria Curriculum, to our teachers, to our students and to our families.
3. an inclusive program that provides access, success and meaningful engagement for all children and young people.
4. outcomes for all; where each individual grows academically, socially and emotionally within the their own capabilities and capacity.

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<b>Goal 1</b>	Improve student learning outcomes
<b>Target 1.1</b>	By 2022, for 75% of Year 5, 7 and 9 students to meet their learning goals in their individual learning plan each year.  In 2018 38% of Year 5, 7 and 9 students met their learning goals in their Customised Learning Programs.
<b>Target 1.2</b>	By 2022, for VCE satisfactory completion for students who remained enrolled and complete the Unit of Study, to increase for non-school based enrolments from 79% (2019) to 84% and for school-based students from 92% (2019) to 97%
<b>Target 1.3</b>	By 2022 the iNACOL teacher survey to show an increase in synchronous activity from 71.9% (2018) to 95% (2020)
<b>Target 1.4</b>	By 2022 increase the positive endorsement for School Staff Survey Prin/Teach:  Guaranteed and viable curriculum from 62.2 per cent to 70.2 per cent Teacher collaboration from 59.6 per cent to 67.6 per cent Instructional leadership from 41.8 per cent to 49.8 per cent Use pedagogical model from 71.7 per cent to 75.7 per cent

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Embed the VSV pedagogical model for online learning through synchronous and asynchronous development and delivery of teaching and learning
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capacity to collaboratively develop and deliver synchronous and asynchronous learning
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Support teachers to place student needs at the centre of program planning and delivery through differentiation and data literacy
<b>Goal 2</b>	Improve student engagement
<b>Target 2.1</b>	By 2022 increase the positive endorsement in the AToS for whole school:  Sense of connectedness from 62 per cent 68 per cent Student voice and agency from 45 per 51 per cent Self-regulation and goal setting from 74 per cent 80 per cent Stimulated Learning from 61 per cent to 67 per cent
<b>Target 2.2</b>	By 2022 increase the positive endorsement for School Staff Survey Prin/Teacher:  Promote student ownership of learning goals from 60.4 per cent 68.4% Stimulated Learning from 55 per cent to 63 per cent
<b>Target 2.3</b>	By 2022 increase the positive endorsement for Parent Opinion Survey:  Student voice and agency from 81 per cent to 84 per cent Stimulated Learning Environment from 81 per cent 84 per cent School connectedness from 72 per cent to 75 per cent

<b>Target 2.4</b>	<p>Improve student attendance at scheduled synchronous online classes and related student activity based on baseline data 2019.</p> <p>In 2019 scheduled synchronous classes were conducted in the Year 8 is Great Pilot Program:</p> <p>53 per cent attended English online classes  43 per cent attended Mathematics , Science and Health/PE online classes  25 per cent attended Humanities online classes  22 per cent attended Art online classes  17 per cent attended Design Technology online classes</p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed a whole school approach to the development and assessment of Individual Learning Plans
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Strengthen opportunities for student agency, voice and leadership
<b>Key Improvement Strategy 2.c</b> Evidence-based high-impact teaching strategies	Expand the blended model of synchronous and asynchronous learning
<b>Goal 3</b>	Improve student wellbeing
<b>Target 3.1</b>	<p>By 2022 increase the positive endorsement in the AToS for whole school:</p> <p>Resilience 65 from per cent to 70 per cent  Teacher concern from 36 per cent 42 per cent  Advocate at school from 53 per cent to 59 per cent</p>

<b>Target 3.2</b>	By 2022 increase the positive endorsement for School Staff Survey Prin /Teacher Trust in students and parents 39.9 per cent to 47.9 per cent
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Build a whole school approach to the development of the social and emotional wellbeing of students
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Implement the social and emotional learning curriculum
<b>Key Improvement Strategy 3.c</b> Building communities	Build community partnerships to support and promote student wellbeing