

2021 Annual Implementation Plan

for improving student outcomes

Virtual School Victoria (6261)



Submitted for review by Fiona Webster (School Principal) on 18 March, 2021 at 02:51 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

| | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
|--|---|----------------------------------|
| Excellence in teaching and learning | Building practice excellence | Emerging moving towards Evolving |
| | Curriculum planning and assessment | Evolving |
| | Evidence-based high-impact teaching strategies | Emerging |
| | Evaluating impact on learning | Evolving |
| Professional leadership | Building leadership teams | Emerging moving towards Evolving |
| | Instructional and shared leadership | Embedding |
| | Strategic resource management | Embedding |
| | Vision, values and culture | Embedding |

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| Positive climate for learning | Empowering students and building school pride | Evolving |
| | Setting expectations and promoting inclusion | Embedding |
| | Health and wellbeing | Embedding |
| | Intellectual engagement and self-awareness | Evolving |

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| Community engagement in learning | Building communities | Evolving |
| | Global citizenship | Emerging |
| | Networks with schools, services and agencies | Evolving |
| | Parents and carers as partners | Evolving |

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| Enter your reflective comments | The self-evaluation process has informed the selection of strategies to employ within each of the 2021 priority areas. |
| Considerations for 2021 | In 2021 consideration will be given to the impact of the COVID-19 pandemic on teaching and learning. There are two major elements; supporting students according to the 2021 priority areas; supporting teachers who are working in a hybrid model of on-site and remote work. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | Improve student learning outcomes |
| Target 2.1 | 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. |
| Target 2.2 | 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% |
| Target 2.3 | By 2022 the iNACOL teacher survey to show an increase in synchronous activity from 71.9% (2018) to 95% (2020) |

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| Target 2.4 | <p>By 2022 increase the positive endorsement for School Staff Survey Prin/Teach:</p> <p>Guaranteed and viable curriculum from 62.2 per cent to 70.2 per cent</p> <p>Teacher collaboration from 59.6 per cent to 67.6 per cent</p> <p>Instructional leadership from 41.8 per cent to 49.8 per cent</p> <p>Use pedagogical model from 71.7 per cent to 75.7 per cent</p> |
| Key Improvement Strategy 2.a Building practice excellence | Embed the VSV pedagogical model for online learning through synchronous and asynchronous development and delivery of teaching and learning |
| Key Improvement Strategy 2.b Building practice excellence | Build teacher capacity to collaboratively develop and deliver synchronous and asynchronous learning |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Support teachers to place student needs at the centre of program planning and delivery through differentiation and data literacy |
| Goal 3 | Improve student engagement |
| Target 3.1 | <p>By 2022 increase the positive endorsement in the AtoSS for whole school:</p> <p>Sense of connectedness from 62 per cent 68 per cent</p> <p>Student voice and agency from 45 per 51 per cent</p> <p>Self-regulation and goal setting from 74 per cent 80 per cent</p> |

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| | Stimulated Learning from 61 per cent to 67 per cent |
| Target 3.2 | <p>By 2022 increase the positive endorsement for School Staff Survey Principal/Teacher:</p> <p>Promote student ownership of learning goals from 60.4 per cent 68.4%</p> <p>Stimulated Learning from 55 per cent to 63 per cent</p> |
| Target 3.3 | <p>By 2022 increase the positive endorsement for Parent Opinion Survey:</p> <p>Student voice and agency from 81 per cent to 84 per cent</p> <p>Stimulated Learning Environment from 81 per cent 84 per cent</p> <p>School connectedness from 72 per cent to 75 per cent</p> |
| Target 3.4 | <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</p> <p>43 per cent attended Mathematics, Science and Health/PE online classes</p> |

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| | <p>25 per cent attended Humanities online classes</p> <p>22 per cent attended Art online classes</p> <p>17 per cent attended Design Technology online classes</p> |
| <p>Key Improvement Strategy 3.a Curriculum planning and assessment</p> | <p>Embed a whole school approach to the development and assessment of Individual Learning Plans</p> |
| <p>Key Improvement Strategy 3.b Empowering students and building school pride</p> | <p>Strengthen opportunities for student agency, voice and leadership</p> |
| <p>Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies</p> | <p>Expand the blended model of synchronous and asynchronous learning</p> |
| <p>Goal 4</p> | <p>Improve student wellbeing</p> |
| <p>Target 4.1</p> | <p>By 2022 increase the positive endorsement in the AtoSS for whole school:</p> <p>Resilience 65 from per cent to 70 per cent</p> <p>Teacher concern from 36 per cent 42 per cent</p> <p>Advocate at school from 53 per cent to 59 per cent</p> |

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| Target 4.2 | <p>By 2022 increase the positive endorsement for School Staff Survey Principal /Teacher Trust in students and parents 39.9 per cent to 47.9 per cent</p> |
| Key Improvement Strategy 4.a Health and wellbeing | <p>Build a whole school approach to the development of the social and emotional wellbeing of students</p> |
| Key Improvement Strategy 4.b Health and wellbeing | <p>Implement the social and emotional learning curriculum</p> |
| Key Improvement Strategy 4.c Building communities | <p>Build community partnerships to support and promote student wellbeing</p> |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|-----------------------------------|---------------------------------------|--|---------------------------------|
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Support for the 2021 Priorities |
| Improve student learning outcomes | No | <p>By 2022, for 75% of Year 5, 7 and 9 students to meet their learning goals in their individual learning plan each year.</p> <p>In 2018 38% of Year 5, 7 and 9 students met their learning goals in their Customised Learning Programs.</p> | |
| | | <p>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%</p> | |
| | | <p>By 2022 the iNACOL teacher survey to show an increase in synchronous activity from 71.9% (2018) to 95% (2020)</p> | |
| | | <p>By 2022 increase the positive endorsement for School Staff Survey Prin/Teach:</p> | |

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| | | <p>Guaranteed and viable curriculum from 62.2 per cent to 70.2 per cent</p> <p>Teacher collaboration from 59.6 per cent to 67.6 per cent</p> <p>Instructional leadership from 41.8 per cent to 49.8 per cent</p> <p>Use pedagogical model from 71.7 per cent to 75.7 per cent</p> | |
| Improve student engagement | No | <p>By 2022 increase the positive endorsement in the AToS for whole school:</p> <p>Sense of connectedness from 62 per cent 68 per cent</p> <p>Student voice and agency from 45 per 51 per cent</p> <p>Self-regulation and goal setting from 74 per cent 80 per cent</p> <p>Stimulated Learning from 61 per cent to 67 per cent</p> | |
| | | <p>By 2022 increase the positive endorsement for School Staff Survey Prin/Teacher:</p> <p>Promote student ownership of learning goals from 60.4 per cent 68.4%</p> <p>Stimulated Learning from 55 per cent to 63 per cent</p> | |
| | | <p>By 2022 increase the positive endorsement for Parent Opinion Survey:</p> <p>Student voice and agency from 81 per cent to 84 per cent</p> <p>Stimulated Learning Environment from 81 per cent 84 per cent</p> <p>School connectedness from 72 per cent to 75 per cent</p> | |

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| | | <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 Yera 8 is Great Pilot Program:</p> <p>53 per cent attended English online classes</p> <p>43 per cent attended Mathematics , Science and Health/PE online classes</p> <p>25 per cent attended Humanities online classes</p> <p>22 per cent attended Art online classes</p> <p>17 per cent attended Design Technology online classes</p> | |
| Improve student wellbeing | No | <p>By 2022 increase the positive endorsement in the AToS for whole school:</p> <p>Resilience 65 from per cent to 70 per cent</p> <p>Teacher concern from 36 per cent 42 per cent</p> <p>Advocate at school from 53 per cent to 59 per cent</p> | |

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| | | <p>By 2022 increase the positive endorsement for School Staff Survey Prin /Teacher</p> <p>Trust in students and parents 39.9 per cent to 47.9 per cent</p> | |
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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Support for the 2021 Priorities | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | Yes |
| KIS 3 Building communities | Connected schools priority | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | Support for the 2021 Priorities | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | |
| Actions | <p>Embed the development of Personalised Learning and Support Plans for students who are identified as achieving learning growth two or more years below their indicative level.</p> <p>Provide literacy and numeracy support for students on PLSPs through the implementation of the Tutor Learning Initiative.</p> <p>Implement the Victorian High-Ability Program for identified students in Years 5-8.</p> <p>Develop an extension and enrichment policy for students achieving learning growth two or more years above their indicative level.</p> | | | |
| Outcomes | <p>Teachers will confidently and accurately identify students who need PLSPs and develop plans according to the VSV process for the development of PLSPs.</p> <p>Students identified through the PLSP process will access targeted literacy and numeracy tuition in small groups.</p> <p>Students in Years 5-8 identified by DET as eligible for VHAP will participate in programs designed to enhance their learning in English and Mathematics.</p> <p>The school has a policy framework to inform the identification of students needing extension and/or enrichment options and to guide the selection of Learning Programs to meet their needs.</p> | | | |
| Success Indicators | <p>Personalised learning and support plans developed and implented for identified students.</p> <p>Provision of literacy and/or numeracy tutoring in small groups for identified students.</p> <p>Implementation of the Victorian High-ability Program in English and Mathematics for four terms.</p> <p>Extension and Enrichment Policy document.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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| Professional Learning and point of need support for development and implementation of PLSPs | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Implement Tutor Learning Initiative | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Implement VHAP | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Development of extension and enrichment policy | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | Develop Social Emotional Learning Programs for students in Years 7-10. Structure and strengthen opportunities for student voice and agency through supervised virtual hang-outs, clubs and the Student Representative Council. Initiate a relationship/partnership with Virtual Y in order to increase opportunities for students to participate in fitness, nutrition and Wellbeing programs. | | | |

| Outcomes | <p>Relevant teachers and leaders will use the PATHS curriculum and the Careers Framework to develop a program which focuses on Social Emotional Learning.</p> <p>Students will have the opportunity to participate in structured opportunities to connect with peers and to contribute to school decisions through the Student Representative Council.</p> <p>A formalised approach to facilitating VSV student access to Virtual Y programs will be established.</p> | | | |
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| Success Indicators | <p>A cohesive Social Emotional Learning Program for students in Year 7-10 has been documented, developed and resources have been published in VSV Online.</p> <p>Documented outcomes of opportunities for student voice in school decision-making processes.</p> <p>Relationship/partnership established between Virtual Y and VSV with agreed actions for 2022.</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Development of SEL programs | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Establish and implement supervised virtual hang-outs and SRC. | <input checked="" type="checkbox"/> Student Leadership Coordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Initiate partnership with Virtual Y | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |

| Actions | Strengthen connections with schools who have students enrolled at VSV through implementation of the School Liaison role. Strengthen connections with parents and community members through the VSV Parents initiative. Strengthen connections between teachers working in a hybrid model. | | | |
|--|--|--|----------------------------------|--|
| Outcomes | School supervisors in enrolling schools will be supported in their role by a VSV School Liaison Co-ordinator. Parents and community members will participate in VSV Parent forums. Teachers will connect with their colleagues through Collaborative Learning Teams and Professional Learning. | | | |
| Success Indicators | Contact records and feedback from schools Attendance records and parent feedback Collated outcomes of CLT inquiry questions Feedback on Professional Learning | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Recruit and implement School Liaison Co-ordinator position | <input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Establish VSV Parents Facilitate VSV Parent forums | <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Facilitate Collaborate Learning Teams Develop and deliver a VSV professional learning program | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| | <ul style="list-style-type: none"><input checked="" type="checkbox"/> Learning Specialist(s)<input checked="" type="checkbox"/> Principal<input checked="" type="checkbox"/> Wellbeing Team | | | |
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Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|---------------|
| Equity funding associated with Activities and Milestones | \$0.00 | 0.00 |
| Additional Equity funding | 0.00 | 0.00 |
| Grand Total | \$0.00 | \$0.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|----------|----------------------------|-------------------|
| Professional Learning and point of need support for development and implementation of PLSPs | from: Term 1 to: Term 3 | | \$0.00 | |
| Totals | | | \$0.00 | |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$2,505.50 | \$2,505.50 |
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| Totals | | |
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Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|---|----------------------------------|--|--|--|---|
| Professional Learning and point of need support for development and implementation of PLSPs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 3 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| Facilitate Collaborate Learning Teams Develop and deliver a VSV professional learning program | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 4 | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |