

# 2022 Annual Implementation Plan

## for improving student outcomes

Virtual School Victoria (6261)



Submitted for review by Fiona Webster (School Principal) on 01 April, 2022 at 03:41 PM  
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 26 May, 2022 at 11:41 AM  
Endorsed by Patricia Brophy (School Council President) on 26 May, 2022 at 03:52 PM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>The self-evaluation process has highlighted the increased opportunities students had in 2021 to participate in synchronous (live) virtual learning and engagement opportunities. Significant progress has been made in creating a sense of a school community.</p> <p>The curriculum program for VCE students and students who need learning support or extension has expanded.</p> <p>Throughout the lockdown periods continuity of learning was maintained for students and staff.</p>
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<b>Considerations for 2022</b>	Further expansion of the SEL program, the Learner Support program and Middle Years timetabled classes will occur. Teacher shortages may impact on the further development of some programs and the Collaborative Learning (PLC) process.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve student learning outcomes
<b>Target 2.1</b>	<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>
<b>Target 2.2</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 2.3</b>	By 2022 the iNACOL teacher survey to show an increase in synchronous activity from 71.9% (2018) to 95% (2020)

<b>Target 2.4</b>	<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>
<b>Key Improvement Strategy 2.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 2.b</b> Building practice excellence	Build teacher capacity to collaboratively develop and deliver synchronous and asynchronous learning
<b>Key Improvement Strategy 2.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 3</b>	Improve student engagement
<b>Target 3.1</b>	<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><b>Target 3.2</b></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><b>Target 3.3</b></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>
<p><b>Target 3.4</b></p>	<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>

<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Embed a whole school approach to the development and assessment of Individual Learning Plans
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Strengthen opportunities for student agency, voice and leadership
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Expand the blended model of synchronous and asynchronous learning
<b>Goal 4</b>	Improve student wellbeing
<b>Target 4.1</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</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>
<b>Target 4.2</b>	<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>
<b>Key Improvement Strategy 4.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 4.b</b> Health and wellbeing	Implement the social and emotional learning curriculum
<b>Key Improvement Strategy 4.c</b> Building communities	Build community partnerships to support and promote student wellbeing

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To successfully complete the Key Improvement Strategies for 2022 focused on learning and wellbeing support.</p>
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>	

		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%	
		By 2022 the iNACOL teacher survey to show an increase in synchronous activity from 71.9% (2018) to 95% (2020)	
		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	
Improve student engagement	No	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	

		<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% 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 Stimulated Learning Environment from 81 per cent 84 per cent School connectedness from 72 per cent to 75 per cent</p>	
		<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	By 2022 increase the positive endorsement in the AToS for whole school:  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	
		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>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
<b>12 Month Target 1.1</b>	To successfully complete the Key Improvement Strategies for 2022 focused on learning and wellbeing support.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2022.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
<b>12 Month Target 1.1</b>	To successfully complete the Key Improvement Strategies for 2022 focused on learning and wellbeing support.			
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
<b>Actions</b>	Provide numeracy support through the implementation of the Tutor Learning Initiative for students who have Individual Education Plans and numeracy support needs, utilising Maths Mastery and Mathspace programs. Implement the new High-ability policy for students with demonstrated learning growth two or more years above their indicative level.			
<b>Outcomes</b>	Maths Mastery and Mathspace programs have been implemented with students who have IEPs with identified numeracy support needs and their growth has been monitored. Students and/or parents seeking extension, enrichment or acceleration are counselled according to the High-ability policy.			
<b>Success Indicators</b>	Growth in learning following the implementation of the Maths Mastery and Mathspace programs is documented in the students' IEP Reports. Students have been placed in programs that best meet their learning and development needs based on guidance provided in the policy.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Implementation of Maths Mastery and Mathspace programs for students on IEPs with identified numeracy support needs.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <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

		<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Placement of students identified as two years or more above expected level in learning programs that will extend or enrich their learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
<b>Actions</b>	Implement the Social Emotional Learning Program which was created in collaboration with Professor Helen Cahill. for students in Years 7-10. Continue to build the capacity of staff to support student wellbeing through participation in whole school professional learning on Trauma Informed Practice facilitated by the Australian Childhood Foundation. Firstly, with a train the trainer focus for the Wellbeing team and Leading Teachers with specific responsibilities in the area and then through two whole school Curriculum Days.				



<b>Outcomes</b>	<p>Learning Advisors have undertaken Professional Learning and have implemented the Social Emotional Learning Program with their Learning Advisory Group students in Years 7-10.</p> <p>Staff will have increased capacity to recognise the impact of trauma on student engagement and learning and to respond to students' needs. This will be evident in their teaching practice and through their Learning Advisor role.</p>			
<b>Success Indicators</b>	<p>Students have engaged in the Social Emotional Learning Program facilitated by their Learning Advisor.</p> <p>Students who have experienced trauma will be supported by staff who have an understanding of its impact on their learning, know how to respond and when to refer students to appropriate and available support.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Students have engaged in the Social Emotional Learning Program facilitated by their Learning Advisor.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Homegroup teachers</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Students who have experienced trauma will be supported by staff who have an understanding of its impact on their learning, know how to respond and when to refer students to appropriate and available support.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$2,521.00	\$2,521.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$2,521.00</b>	<b>\$2,521.00</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
	\$2,521.00
<b>Totals</b>	\$2,521.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4	\$2,521.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$2,521.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4		
<b>Totals</b>			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
	from: Term 1 to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Students who have experienced trauma will be supported by staff who have an understanding of its impact on their learning, know how to respond and when to refer students to appropriate and available support.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Australian Childhood Foundation	<input checked="" type="checkbox"/> Off-site Online in WebEx