2023 Annual Implementation Plan

for improving student outcomes

Virtual School Victoria (6261)

Submitted for review by Fiona Webster (School Principal) on 30 March, 2023 at 12:56 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 31 March, 2023 at 11:48 AM
Endorsed by Patricia Brophy (School Council President) on 31 March, 2023 at 02:12 PM

Self-evaluation Summary - 2023

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	

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

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

Enter your reflective comments	The self-evaluation was completed as a survey distributed to the School Improvement Team and the Combined Leaders Team. The majority of participants selected 'embedding' for each of the elements with a narrow spread or responses. The broadest spread of responses was in the Engagement element. With the large number of students enrolled at VSV across F-12 for a range of reasons, respondents have had very different experiences regarding student engagement. With a further focus on wellbeing in 2023, responses suggest that this might be a dimension for further exploration in a wider school discussion.

Considerations for 2023	Deeper reflective work on each of these elements will be undertaken across the school during 2023 as part of the Pre-review Self Evaluation.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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 Porgrams.
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)

Target 2.4	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
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	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
Target 3.2	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
Target 3.3	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
Target 3.4	Improve student attendance at scheduled synchronous online classes and related student activity based on baseline data 2019. In 2019 scheduled synchronous classes were conducted in the Yera 8 is Great Pilot Program: 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

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

Health and wellbeing	
Key Improvement Strategy 4.c 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Extend current Numeracy Support program to include Primary studentsImprove participation rate in PAT testing for students who enrol without other forms of evidence of their learning. Implement SEL in Year 11-12
Improve student learning outcomes	No	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 Porgrams.	
		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	
		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	
		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	
		Improve student attendance at scheduled synchronous online classes and related student activity based on baseline data 2019. In 2019 scheduled synchronous classes were conducted in the Yera 8 is Great Pilot Program: 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	
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	

Goal 1	2023 Priorities Goal **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	Extend current Numeracy Support program to include Primary students Improve participation rate in PAT testing for students who enrol without other forms of evidence of their learning. Implement SEL in Year 11-12	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Extend current Numeracy Support program to include Primary students Improve participation rate in PAT testing for students who enrol without other forms of evidence of their learning. Implement SEL in Year 11-12
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Action 1a (i) Develop processes to enable primary students to access Numeracy Support through a referral system Action 1a (ii) Develop/implement diagnostic assessments to support point of need intervention support for primary students Action 1a (iii) Clarify and document the expectations and processes for annual diagnostic testing for English and Mathematics in Years 7-10
Outcomes	(i) Students in Primary sub school will receive timely, targeted Numeracy support to better address identified learning needs (ii) Students' point of need learning in numeracy will be identified enabling more accurate Numeracy IEPs to be developed for individual students (iii) Improved uptake of PAT testing by students will allow teachers to identify student learning needs, enabling adjustments and differentiation to be more timely and provided students with targeted learning
Success Indicators	(i) Documented referral system for primary numeracy support and subsequent implementation of numeracy support sessions for referred students. (ii) Documented diagnostic assessments for primary students. Feedback from students (where possible), parents/carers and teachers on the appropriateness and value of the assessment. (iii) Improved student participation in PAT testing (participation data).

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Action 1a (i) Develop processes to enable primary students to access Numeracy Support through a referral system	☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1a (ii) Develop/implement diagnostic assessments to support point of need intervention support for primary students	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1a (iii) Clarify and document the expectations and processes for annual diagnostic testing for English and Mathematics in Years 7-10	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	(i) Extend the implementation of Social Emotional Learning (SEL) to Years 11 and 12 (ii) Support the continued implementation of the Trauma Informed Practice school initiative, by providing professional learning on staff wellbeing in conjunction with the Australian Childhood Foundation (ACF) and youth mental health through the Youth Mental Health First Aid program. (iii) Develop processes and instruments/tool to monitor and measure attendance and engagement and implement High Impact Engagement Strategies (HIES) (iv) Establish a Working Party to develop and implement a trial of the proposed Engagement Matrix at Year 7
Outcomes	(i) Delivery/implementation of sessions to support Year 11 and 12 students' understanding of the wider SEL content, including relevant Respectful Relationships content. (ii) Further develop staff knowledge and understanding around trauma informed practice to support staff in their work with vulnerable cohorts (iii) Establish of a working party to further improve engagement and participation of students, especially for VSV students identified as part of our vulnerable cohorts (iv) Successful development and implementation of a Year 7 Trial of an Engagement Matrix
Success Indicators	(i) Delivery of Year 11 and 12 sessions on SEL via NCASA facilitators. Feedback from stakeholders on the SEL sessions. (ii) Delivery of the TIP sessions to staff. Feedback from staff...**** (iii) Processes and instruments have been developed to monitor and measure attendance and engagement. HIES have been implemented. (iv) Report from the Working Party with feedback on the Year 7 Engagement Matrix and further recommendations.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Action 1b (i) Extend the implementation of Social Emotional Learning (SEL) to Years 11 and 12	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1b(ii) Support the continued implementation of the Trauma Informed Practice school initiative, by providing professional learning on staff wellbeing in conjunction with the Australian Childhood Foundation (ACF) and training in Youth Mental Health First Aid	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$27,861.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1b (iii) Develop processes and instruments/tool to monitor and measure attendance/engagement and implement High Impact Engagement Strategies (HIES)	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

			to: Term 3	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Action 1b (iv) Establish a Working Party to develop and implement a trial of the proposed Engagement Matrix at Year 7	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$5,000.00	$5,000.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$27,861.25	$27,861.00	$0.25
Total	$32,861.25	$32,861.00	$0.25

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Action 1a (ii) Develop/implement diagnostic assessments to support point of need intervention support for primary students	$5,000.00
Action 1b(ii) Support the continued implementation of the Trauma Informed Practice school initiative, by providing professional learning on staff wellbeing in conjunction with the Australian Childhood Foundation (ACF) and training in Youth Mental Health First Aid	$27,861.00
Totals	$32,861.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Action 1a (ii) Develop/implement diagnostic assessments to support point of need intervention support for primary students	from: Term 1 to: Term 3	$5,000.00	☑ Teaching and learning programs and resources
Totals		**$5,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Action 1b(ii) Support the continued implementation of the Trauma Informed Practice school initiative, by providing professional learning on staff wellbeing in conjunction with the Australian Childhood Foundation (ACF) and training in Youth Mental Health First Aid	from: Term 1 to: Term 4	$27,861.00	☑ Making SPACE for Learning (Australian Childhood Foundation)
Totals		**$27,861.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Action 1a (ii) Develop/implement diagnostic assessments to support point of need intervention support for primary students	☑ Leading Teacher(s)	from: Term 1 to: Term 3	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Action 1a (iii) Clarify and document the expectations and processes for annual diagnostic testing for English and Mathematics in Years 7-10	☑ Assistant Principal	from: Term 1 to: Term 3	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Action 1b(ii) Support the continued implementation of the Trauma Informed Practice school initiative, by providing professional learning on staff wellbeing in conjunction with the Australian Childhood Foundation (ACF) and training in Youth Mental Health First Aid	☑ Leadership Team	from: Term 1 to: Term 4	☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Youth Mental Health First Aid Australia Australian Childhood Foundation - Making Space for Learning	☑ Off-site Combination of online and in person delivery.