

School Strategic Plan 2023-2027

Virtual School Victoria (6261)



Submitted for review by Fiona Webster (School Principal) on 26 November, 2023 at 03:24 PM

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Endorsed by Sophie Wild (School Council President) on 04 December, 2023 at 06:45 PM

School Strategic Plan - 2023-2027

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School vision	Virtual School Victoria provides contemporary, evidence-based virtual and blended learning opportunities for a diverse student community, with a strong focus on inclusive practices, student wellbeing and enabling every student to achieve their personal learning goals.
School values	<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 of working together with someone to produce or achieve something.</p> <p>Growth: The ongoing process of development and improvement.</p>
Context challenges	The key challenges for VSV over the next four years revolve around the provision of high quality and inclusive virtual and blended educational opportunities for an increasingly complex and growing cohort in the context of labour market shortages.
Intent, rationale and focus	<p>Virtual School Victoria (VSV) is committed to providing a safe, supportive and inclusive virtual and blended learning environment for students who cannot access specific subjects and/or an education program in their local school setting for a period of time. The educational environment provided by Virtual School Victoria offers eligible Victorian children and young people the opportunity to engage or re-engage with education and experience success on their own terms. Not all Victorian children and young people can attend their local school or access the subject of their choice. They may live in an isolated area of Victoria, they may be travelling with their family. They may be excel at sport or the performing arts. They may be suffering a physical illness. They may have a range of mental health conditions. They may not be able to access the subject they are interested in or need for their future in their home school. The program VSV offers means that thousands of children and young people can access the education they need, as a basic right, at any time and in any place where internet access is available.</p> <p>Over the next four years the school will prioritise the following:</p> <ul style="list-style-type: none">• Develop and implement a whole school approach to effective feedback and assessment that is differentiated to the meet the needs of students across the range of VSV programs.• Develop and embed structures and processes that support peer observation of teaching and learning.• Review, refine, and clarify processes and practices in the development of virtual courses and the provision of virtual teaching

and learning.

- Develop learning and teaching models for the Primary and Middle Years which are underpinned by the Pedagogical Model for Virtual Learning in accordance with the new Victorian Curriculum and incorporate inclusion strategies and explicit literacy and numeracy teaching.
- Undertake a comprehensive review of the learning advisor role and implement improvement recommendations, including the development of a differentiated learning advisor model based on a tiered response to need.
- Undertake research into student disengagement and school refusal in the VSV context and determine strategies to improve attendance and participation or alternative pathways.
- Further embed trauma informed practices as a whole school approach to student wellbeing and develop a process for evaluating impact.
- Strengthen and embed partnerships with parents/carers and key community stakeholders.

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Goal 1	To improve learning outcomes for all students enrolled at Virtual School Victoria.
Target 1.1	NAPLAN targets to be determined.
Target 1.2	Teacher Judgements to: <ul style="list-style-type: none">• increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing from 70% in 2022 to 75% in 2027.• increase the percentage of active F–6 students displaying at or above expected growth in Number and algebra from 70% in 2022 to 75% in 2027.• increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra from 67% in 2022 to 75% in 2027.
Target 1.3	Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Student voice and agency from 47% in 2022 to 60% in 2027.
Target 1.4	VCE <ul style="list-style-type: none">• Increase the VCE mean English score from 27.8 in 2022 to 30 in 2027.• Increase the percentage of VCE scores above 37 from 9% in 2022 to 12% in 2027.• Increase the percentage of students completing a senior secondary certificate from 86.3% in 2022 to 90% in 2027.

	<ul style="list-style-type: none"> • Decrease the percentage of Unit 1 and 2, N results for VSV–based students from 19.5% in 2023 to 10% by 2027.
<p>Key Improvement Strategy 1.a 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</p>	Develop and implement a whole school approach to effective feedback and assessment that is differentiated to the meet the needs of students across the range of VSV programs.
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared</p>	
	Develop and embed structures and processes that support peer observation of teaching and learning.

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c 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</p>	<p>Review, refine, and clarify processes and practices in the development of virtual courses and the provision of virtual teaching and learning.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.d 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</p>	<p>Develop learning and teaching models for the Primary and Middle Years which are underpinned by the Pedagogical Model for Virtual Learning in accordance with the new Victorian Curriculum and incorporate inclusion strategies and explicit literacy and numeracy teaching.</p>
<p>Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum</p>	

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Goal 2	To improve the engagement and wellbeing of all students.
Target 2.1	Increase student participation in the AtoSS for: <ul style="list-style-type: none"> • Years 5/6 from 9.9% in 2022 to 20% in 2027. • Years 7–12 from 27.1% in 2022 to 46% in 2027.
Target 2.2	Establish baseline attendance cohort data and develop targets to increase student attendance at online classes for students who do not have an approved absence.
Target 2.3	<ul style="list-style-type: none"> • Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Advocate at school from 59% in 2022 to 65% in 2027.

	<ul style="list-style-type: none"> • Increase the Years 4–12 students’ percentage of positive endorsement on AtoSS for the factor Teacher concern from 41% in 2022 to 50% in 2027. • Increase the Years 4–12 students’ percentage of positive endorsement on AtoSS for the factor Sense of connectedness from 59% in 2022 to 75% in 2027.
Target 2.4	<ul style="list-style-type: none"> • Increase the percentage of positive endorsement on POS for the factor Student voice and agency from 72% in 2022 to 77% in 2027. • Increase the percentage of positive endorsement on POS for the factor School connectedness from 82% in 2022 to 87% in 2027.
Target 2.5	Increase staff participation in the School Staff Survey (SSS) from 49.1% in 2022 to 75% in 2027.
Target 2.6	Establish baseline data for successful re–entry to another school or educational setting and develop targets to increase successful transitions where success is measured by student learning goals.
Key Improvement Strategy 2.a 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	Undertake a comprehensive review of the learning advisor role and implement improvement recommendations, including the development of a differentiated learning advisor model based on a tiered response to need.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.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	Undertake research into student disengagement and school refusal in the VSV context and determine strategies to improve attendance and participation or alternative pathways.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c 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	

<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.d 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</p>	<p>Strengthen and embed partnerships with parents/carers and key community stakeholders.</p>
<p>Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	