Monitoring and assessment - 2025

Virtual School Victoria (6261)

V VIRTUAL SCHOOL VICTORIA

Submitted for review by Fiona Webster (School Principal) on 01 April, 2025 at 03:01 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 01 April, 2025 at 03:18 PM

VICTORIA State Government | Department of Education

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	To improve learning outcomes for all students enrolled at Virtual School Victoria.
12-month target 1.1 target	Increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing to 72% in 2025 Increase the percentage of active F–6 students displaying at or above expected growth in Number and algebra to 72% in 2025. Increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra 70% in 2025.
12-month target 1.2 target	Improve participation in NAPLAN by 5% on 2024 participation. By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024
12-month target 1.3 target	Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Student voice and agency to 50% in 2025
12-month target 1.4 target	Increase the VCE mean English score to 28 in 2025. Increase the percentage of VCE scores above 37 to 10% in 2025. Increase the percentage of students completing a senior secondary certificate to 88% in 2025. Decrease the percentage of Unit 1 and 2, N results for VSV–based students to 16% in 2025.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	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.

safe and orderly learning environment	
Actions	Conclude the development of a whole school Feedback resource in VSV online which contains a theoretical framework based on the Monash Model for student feedback. Provide professional learning to staff including curriculum half days supported by peer observation and an enquiry program in Term 3 to consolidate implementation. Explore and develop assessment schedules. Trial F-10 use of the VCAA Digital Assessment Library as a tool to support teacher understanding of student learning needs
Delivery of the annual actions for this KIS	
Outcomes	Successful staff reflection during professional learning delivered during Term 1 and 2, centered around the new VSV Online resources and led by Instructional Leaders. Greater awareness of key feedback strategies within the Instructional Leadership and teaching faculty as a consequence of two half curriculum days spread across Term 1 and 2.
Success indicators	Evidence drawn from staff reflection activities in half curriculum days, Instructional Leadership professional learning and reflection in fortnightly meetings and measurement through a maturity matrix completed by Instructional Leadership.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Conclude the development of a whole school Feedback resource in	☑ Assistant principal	from: Term 1	%

	VSV online which contains a theoretical framework based on the Monash Model for student feedback.		to: Term 4	
Activity 2	Provide professional learning to staff including curriculum half days supported by peer observation and an enquiry program in Term 3 to consolidate implementation.	☑ Assistant principal	from: Term 1 to: Term 2	%
KIS 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	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.			
Actions	Implement Phase1 of the Primary Learning model, incorporating the introduction of structured synchronous "Phonics Plus" in F-2 Implement synchronous delivery of SEL in F-6 from Term 2 Continue the development of the Primary and Middle Years model, and continue incorporating inclusion strategies and explicit literacy and numeracy teaching.			
Delivery of the annual actions for this KIS				
Outcomes	The implementation phase will involve capacity building, resource development and process change for all involved with Literacy F-2. Families familiar with the 2024 literacy learning model will need guidance and information (and support for students to regularly participate in online classes)			

Success indicators	Communications to families regarding structure and expectations for Literacy F-2 participation Resources - development of synchronous classes materials and supporting documentation Participation data and staged evaluation of the implementation of Phonics Plus into F-2 Literacy learning Professional learning for Primary SEL teachers and implementation of synchronous classes from Term 2 Term 4 evaluation of SEL Primary program Draft of F-6 Learning Model for 2026
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Resource development for Literacy F-2	☑ Leading teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	%
Activity 2	Evaluation of Synchronous Literacy classes	☑ Assistant principal ☑ School improvement team ☑ Leading teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	%
Activity 3	Development of further draft of the Learning Model for F-6 for 2026 (aligned to evaluation of Literacy F-2 model)	☑ Assistant principal ☑ School improvement team ☑ Leading teacher(s)	from: Term 3 to: Term 4	%

Activity 4	Capacity building for staff in Primary SEL	☑ Assistant principal ☑ Wellbeing team ☑ Leading teacher(s) ☑ Teacher(s)	from: Term 2 to: Term 4	%

Goal 2	To improve the engagement and wellbeing of all students.
12-month target 2.1 target	Increase student participation in the AtoSS for: Years 5/6 to 12% in 2025 Years 7–12 to 30% in 2025
12-month target 2.2 target	Establish a mechanism for collecting baseline data.
12-month target 2.3 target	Increase the Years 4–12 percentage of positive endorsement for Advocate at school from 59% in 2022 to 61% in 2024. Increase the Years 4–12 students' percentage of positive endorsement for Teacher concern from 41% in 2022 to 43% in 2024. Increase the Years 4–12 students' percentage of positive endorsement for Sense of connectedness from 59% in 2022 to 63% in 2024.
12-month target 2.4 target	Increase percentage of positive endorsement for Student Voice and agency to 73% in 2024 Increase percentage of positive endorsement for School Connectedness to 83% in 2024
12-month target 2.5 target	Increase staff participation rate from 55% in 2025
12-month target 2.6 target	Continue to establish a mechanism for collecting baseline data for successful re-entry to another school or educational setting from VSV. Explore and commence development of appropriate targets.

| KIS 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.
Actions	Undertake a wide-ranging review based on existing staff and student feedback on the strengths/weaknesses/challenges of the Learning Advisor program and make recommendations for improvement. Continue developing a shared and consistent approach to the identification of vulnerability factors/indicators amongst Student Coordinators from Foundation to Year 12. Engage with high level software application developer to scope the project of differentiated Learning Advisor allocations based on vulnerability factors/indicators algorithm. Prepare for year level trial in 2026.
Delivery of the annual actions for this KIS	
Outcomes	Recommendations for improving the Learning Advisor role following the review. Re-establish the migration of enrolment data into relevant foields in the Early Assessment Checklist. A 'scope of works' for a differentiated Learning Advisor model based on vulnerability factors/indicators.
Success indicators	Learning Advisor Review Report, including staff and student survey data. A differentiated Learning Advisor model/s (in house and off the shelf products).
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Advisor Program review	☑ Assistant principal ☑ Mental health and wellbeing leader ☑ Information Technology leader/team ☑ Year level co-ordinator(s) ☑ Leading teacher(s)	from: Term 1 to: Term 4	%
KIS 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.			
Actions	Undertake technical development to improve the collection, collation, presentation and interpretation of student engagement data for students, parents/carers, subject teachers and Learning Advisors and school leadership at the time of enrolment. Contextualise the Department of Education's Staged Response process for VSV and undertake technical development to have this reflected and applied in the student database. Undertake technical development for the integration of the Engagement Matrix in the student database. Provide professional learning to build capacity of staff to better understand the research into school refusal and student disengagement.			
Delivery of the annual actions for this KIS				

Outcomes	Improved student engagement (attendance at online classes and participation in VSV Online) Improved teacher understanding and application of the Staged Response to disengagement. Improved collection and recording of student engagement data according to the factors in the Engagement Matrix.Increased understanding of the research into school refusal and student disengagement.
Success indicators	Student engagement data collected at the enrolment to inform early intervention strategies. Improved understanding of the factors that contribute to student engagement and application of strategies for responding to student disengagement.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Implementation of the staged response to engagement	☑ Assistant principal ☑ Leading teacher(s) ☑ Information Technology leader/team	from: Term 2 to: Term 2	%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Further embed trauma informed practices as a whole school approach to student wellbeing and develop a process for evaluating impact.			

safe and orderly learning environment	
Actions	Continue embedding Trauma Informed Practice in VSV policies and procedural guidelines. Strengthen and maintain professional learning and support for Trauma Informed Practice.
Delivery of the annual actions for this KIS	
Outcomes	Improved understanding and application of Trauma Informed Practice across the school.
Success indicators	Trauma Informed Practice will be reflected in VSV policies and procedural guidelines. Trauma Informed Practice will be evident in course development and teaching strategies/techniques. A whole school professional learning schedule for 2025, including induction sessions, will be implemented.
Commentary on progress	
Enablers	
Barriers	
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Activities	Activity	Who	When	Percentage complete
Activity 1	Embedding of Trauma Informed Practice	☑ Assistant principal ☑ Wellbeing team ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	%

KIS 2.d	Strengthen and embed partnerships with parents/carers and key community stakeholders.

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	
Actions	VSV will make improvements to parent/carer resources in VSV Connect (VSV Online) to build their capacity to undertake their role as supervisors. VSV will make improvements to student engagement, student learning and general school information that is available to parents/carers in VSV Connect (VSV Online). VSV will identifiy priorities for developing new and continuing current strategic community partnerships in consultation with school leadership.
Delivery of the annual actions for this KIS	
Outcomes	Improve engagement with VSV synchronous activities/events and asynchronous resources in VSV Connect to support parents/carers/supervisors. Parent/carers will have increased confidence and satisfaction in their role as supervisors leading to improved student engagement and learning outcomes. VSV will have better targetted and more effective strategic community partnerships
Success indicators	An parent/carer orientation/induction workplan will be developed. A supervisor dashboard workplan will be developed. A list of strategic community partnerships will be developed.
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Strengthening and embedding partnerships	☑ Leading teacher(s)	from: Term 1 to: Term 4	%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	To improve learning outcomes for all students enrolled at Virtual School Victoria.
12-month target 1.1 target	Increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing to 72% in 2025 Increase the percentage of active F–6 students displaying at or above expected growth in Number and algebra to 72% in 2025. Increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra 70% in 2025.
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KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	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.

safe and orderly learning environment	
Actions	Conclude the development of a whole school Feedback resource in VSV online which contains a theoretical framework based on the Monash Model for student feedback. Provide professional learning to staff including curriculum half days supported by peer observation and an enquiry program in Term 3 to consolidate implementation. Explore and develop assessment schedules. Trial F-10 use of the VCAA Digital Assessment Library as a tool to support teacher understanding of student learning needs
Delivery of the annual actions for this KIS	
Outcomes	Successful staff reflection during professional learning delivered during Term 1 and 2, centered around the new VSV Online resources and led by Instructional Leaders. Greater awareness of key feedback strategies within the Instructional Leadership and teaching faculty as a consequence of two half curriculum days spread across Term 1 and 2.
Success indicators	Evidence drawn from staff reflection activities in half curriculum days, Instructional Leadership professional learning and reflection in fortnightly meetings and measurement through a maturity matrix completed by Instructional Leadership.
Commentary on progress	
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Activities	Activity	Who	When	Percentage complete
Activity 1	Conclude the development of a whole school Feedback resource in	☑ Assistant principal	from: Term 1	%

	VSV online which contains a theoretical framework based on the Monash Model for student feedback.		to: Term 4	
Activity 2	Provide professional learning to staff including curriculum half days supported by peer observation and an enquiry program in Term 3 to consolidate implementation.	☑ Assistant principal	from: Term 1 to: Term 2	%

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OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Implementation of the staged response to engagement	☑ Assistant principal ☑ Leading teacher(s) ☑ Information Technology leader/team	from: Term 2 to: Term 2	%
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Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Strengthening and embedding partnerships	☑ Leading teacher(s)	from: Term 1 to: Term 4	%