

2024 Annual Implementation Plan

for improving student outcomes

Virtual School Victoria (6261)



Submitted for review by Malcolm McIver (School Principal) on 19 July, 2024 at 11:25 AM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 19 July, 2024 at 12:11 PM
Endorsed by Fonda Gazis (School Council President) on 19 July, 2024 at 03:41 PM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	Complete the Maths Online Interview in Primary.
To improve learning outcomes for all students enrolled at Virtual School Victoria.	Yes	<p>NAPLAN targets to be determined.</p>	Improve participation rate in NAPLAN by 10%
		<p>Teacher Judgements to:</p> <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. 	Increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing to 71% in 2024. Increase the percentage of active F–6 students displaying at or above expected growth in Number and Algebra to 71% in 2024. Increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra to 69% in 2024.
		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.	Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Student voice and agency from 47% to 50% in 2024.

		<p>VCE</p> <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. • Decrease the percentage of Unit 1 and 2, N results for VSV-based students from 19.5% in 2023 to 10% by 2027. 	<p>Increase the VCE mean English score to 28 in 2024. Increase the percentage of VCE scores above 37 to 10% in 2024. Increase the percentage of students completing a senior secondary certificate to 87% in 2024. Decrease the percentage of Unit 1 and 2, N results for VSV-based students to 18% in 2024.</p>
To improve the engagement and wellbeing of all students.	Yes	<p>Increase student participation in the AtoSS for:</p> <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. 	<p>Increase student participation in the AtoSS for: Years 5/6 to 11% in 2024 Years 7–12 to 30% in 2024.</p>
		<p>Establish baseline attendance cohort data and develop targets to increase student attendance at online classes for students who do not have an approved absence.</p>	<p>Establish a mechanism for collecting baseline data.</p>
		<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. • 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. 	<p>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.</p>
		<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. 	<p>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.</p>

		Increase staff participation in the School Staff Survey (SSS) from 49.1% in 2022 to 75% in 2027.	Increase participation rate from 49.1% in 2022 to 55% in 2024
		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.	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.

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.		
12-month target 1.1-month target	Complete the Maths Online Interview in Primary.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a	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	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.			

Goal 2	To improve learning outcomes for all students enrolled at Virtual School Victoria.	
12-month target 2.1-month target	Improve participation rate in NAPLAN by 10%	
12-month target 2.2-month target	<p>Increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing to 71% in 2024.</p> <p>Increase the percentage of active F–6 students displaying at or above expected growth in Number and Algebra to 71% in 2024.</p> <p>Increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra to 69% in 2024.</p>	
12-month target 2.3-month target	Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Student voice and agency from 47% to 50% in 2024.	
12-month target 2.4-month target	<p>Increase the VCE mean English score to 28 in 2024.</p> <p>Increase the percentage of VCE scores above 37 to 10% in 2024.</p> <p>Increase the percentage of students completing a senior secondary certificate to 87% in 2024.</p> <p>Decrease the percentage of Unit 1 and 2, N results for VSV–based students to 18% in 2024.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	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.	Yes
KIS 2.b Leadership	Develop and embed structures and processes that support peer observation of teaching and learning.	Yes
KIS 2.c Leadership	Review, refine, and clarify processes and practices in the development of virtual courses and the provision of virtual teaching and learning.	Yes
KIS 2.d	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	Yes

Leadership	Victorian Curriculum and incorporate inclusion strategies and explicit literacy and numeracy teaching.	
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.	These key improvement strategies arose from the data, the self evaluation and the discussions and outcomes of the School Review in late 2023. To improve, refine and clarify processes and practices in classroom practice	
Goal 3	To improve the engagement and wellbeing of all students.	
12-month target 3.1-month target	Increase student participation in the AtoSS for: Years 5/6 to 11% in 2024 Years 7–12 to 30% in 2024.	
12-month target 3.2-month target	Establish a mechanism for collecting baseline data.	
12-month target 3.3-month 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 3.4-month 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 3.5-month target	Increase participation rate from 49.1% in 2022 to 55% in 2024	
12-month target 3.6-month target	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.	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 3.a Leadership	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.	Yes
KIS 3.b Leadership	Undertake research into student disengagement and school refusal in the VSV context and determine strategies to improve attendance and participation or alternative pathways.	Yes
KIS 3.c Leadership	Further embed trauma informed practices as a whole school approach to student wellbeing and develop a process for evaluating impact.	Yes
KIS 3.d Leadership	Strengthen and embed partnerships with parents/carers and key community stakeholders.	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.	These key improvement strategies arose from the data, the self evaluation and the discussions and outcomes of the School Review in late 2023. The particular KIS have been further refined as part of the strategic implementation of the four year goals for the AIP after consultation with staff teams.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.		
12-month target 1.1 target	Complete the Maths Online Interview in Primary.		
KIS 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		
Actions	Embed the Mathematics Online Interview (MOI) in Primary.		
Outcomes	Identify numeracy learning needs in primary students. Teachers will identify learning needs earlier and provide timely support		
Success Indicators	Data is collated from the MOI interview MOI data is used to support primary numeracy needs		
Activities	People responsible	Is this a PL priority	When
Mathematics Online Interview (MOI) completed in Term 1 or as primary students join VSV Teachers use data to differentiate numeracy instruction	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2

KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		
Actions	Increase number of teachers with mental first aid training Improve accessibility of wellbeing and inclusion data on internal systems Inclusion and wellbeing staff provide guidance to Learning Advisors and teachers to improve support of students' wellbeing and mental health		
Outcomes	Earlier identification of student wellbeing needs Improved access for Learning Advisors to key student wellbeing information		
Success Indicators	Database updates Engagement data		
Activities	People responsible	Is this a PL priority	When
Teachers to participate in PL opportunities for Mental Health First Aid Training Updates to the database to improve access to wellbeing data to support SSGs	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
Goal 2	To improve learning outcomes for all students enrolled at Virtual School Victoria.		

12-month target 2.1 target	Improve participation rate in NAPLAN by 10%
12-month target 2.2 target	<p>Increase the percentage of active F–6 students displaying at or above expected growth in Reading and Viewing to 71% in 2024.</p> <p>Increase the percentage of active F–6 students displaying at or above expected growth in Number and Algebra to 71% in 2024.</p> <p>Increase the percentage of active Year 7–10 students displaying at or above expected growth in reading and viewing, and number and algebra to 69% in 2024.</p>
12-month target 2.3 target	Increase the Years 4–12 students' percentage of positive endorsement on AtoSS for the factor Student voice and agency from 47% to 50% in 2024.
12-month target 2.4 target	<p>Increase the VCE mean English score to 28 in 2024.</p> <p>Increase the percentage of VCE scores above 37 to 10% in 2024.</p> <p>Increase the percentage of students completing a senior secondary certificate to 87% in 2024.</p> <p>Decrease the percentage of Unit 1 and 2, N results for VSV–based students to 18% in 2024.</p>
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	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.
Actions	<p>Review and define the Monash Feedback Model, propose implementation strategies for 2025 and beyond, identify success criteria.</p> <p>Collate detail of assessments in PS/MS/VCE to provide baseline information for review with a view to future improvement in assessment schedules.</p> <p>Implement a trial of DAL assessments in 3-10 Maths and English to support student learning & differentiation.</p>

	Monitor and evaluate the impact of the numeracy support provision.		
Outcomes	Improvement in understanding of the role of feedback in improving student outcomes Establish the baseline for current assessment practices Improve understanding of how DAL might improve student outcomes		
Success Indicators	Key implementation strategies for 2025 and beyond identified for a Feedback Model Baseline data determined for assessment in F-10 DAL trialled in 3-10 Maths and English Evaluation of impact of numeracy support program and sharing of successful strategies beyond the program		
Activities	People responsible	Is this a PL priority	When
Develop a practice principle statement that defines "Feedback at VSV" for PS/MS/VCE	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
VCE English Teams to monitor and evaluate English LMS courses with respect to the new study design and student learning gain. VCE English teachers participate in PL with VCAA to build capacity in improving Feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Senior secondary leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Develop and embed structures and processes that support peer observation of teaching and learning.		

safe and orderly learning environment			
Actions	<ul style="list-style-type: none"> - 2024 will be led by a cycle of self-reflection employing new templates and support materials - Term 2 will follow with a first round of peer observation of synchronous practice for VSV teachers. - Term 3 will see our return to inquiry at VSV (Collaborative Learning Teams) for 2024, where Peer Observation of synchronous practice provides one of three points of data in pursuit of an inquiry question. 		
Outcomes	<ul style="list-style-type: none"> - Confidence and understanding in the use of support materials and templates to guide practice in Peer Observation of synchronous practice - Confidence and understanding in the use of Peer Observation as a form of data employed to inform Teach Team inquiry questions. - Improvements in question quality and appropriate employment of data in support of inquiry question reflection - Appropriate alignment of Trauma Informed Practice principles within the questions and data developed by teams within a cycle of inquiry in Term 3. 		
Success Indicators	<ul style="list-style-type: none"> - 3 surveys across the year will assess staff confidence in the use of Peer Observation as a method of reflection on teacher practice. These surveys will also seek feedback and reflection on what opportunities exist for improvement in the templates and processes used at each stage of each cycle. - Each survey will incorporate a variation of the maturity matrix used across the previous Strategic Plan to determine a measure of current staff confidence and capacity. Surveys will first address the confidence and capacity of VSV staff in Peer Observation, then in Peer Observation aligned with a Collaborative Learning Team inquiry. - Assessment of success against a rubric measuring inquiry question quality. 		
Activities	People responsible	Is this a PL priority	When
Term 2 will follow with a first round of peer observation for VSV teachers.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 2 to: Term 3
2024 will be led by a cycle of self-reflection employing new templates and support materials	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1 to: Term 2

Term 3 will see the introduction of CLT for 2024, where Peer Observation provides the framework for one of three points of data in pursuit of an inquiry question.	☑ Assistant principal	☑ PLP Priority	from: Term 3 to: Term 4
KIS 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	Review, refine, and clarify processes and practices in the development of virtual courses and the provision of virtual teaching and learning.		
Actions	Map the proposed curriculum changes to existing courses and roll out the implementation of the updated Victorian curriculum. Provide a suite of differentiated Professional Learning to support course development and existing processes. Review and refine the Project Brief for Course Development to guide the development of best practice in Virtual Learning and Teaching		
Outcomes	Teachers understand the requirements of the updated Victorian Curriculum and have implemented the changes with students.		
Success Indicators	Required changes to F-10 subjects with published new curricula have been identified and implemented. Students have engaged in and been assessed on the subsequent learning activities.		
Activities	People responsible	Is this a PL priority	When
Update Mathematics and English courses with respect to the updated Victorian Curriculum.	☑ Assistant principal ☑ Information Technology leader/team ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)		
Embed best practice in the development of VCE courses as part of the Regional Expansion Project	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Senior secondary leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Develop an updated suite of professional learning for course developers in alignment with existing practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Instructional Leaders team to review 2024 Project Brief for Maximum Development	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
KIS 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	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	Establish a working party to explore learning and teaching models employed in other virtual and blended learning settings . Working party to include representation from key stakeholders including but not limited to inclusion, curriculum, learning design, and student engagement experts and teachers.		
Outcomes	Understanding of provision of blended and virtual learning in other organisations and our existing internal model (that align with DE practice principles) Clarification of existing practice in synchronous classes Collation of practice examples and evidenced approaches to further inform the development of a VSV learning and teaching model.		
Success Indicators	Synthesis of data from the Learning and Teaching Summit, audit of synchronous classes and virtual teaching practices.		
Activities	People responsible	Is this a PL priority	When
Synthesize the data drawn from the 2023 Learning and Teaching summit	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to:Term 2
Conduct an audit of synchronous lessons to clarify current practice across F - 12.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3
Examine alternate approaches employed in other virtual learning spaces, define evidence based best practice that may be translated to our setting.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to Term 3
Seek feedback from students/improve student voice to further explore successful learning at VSV.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3

	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Year level co-ordinator(s)		
Goal 3	To improve the engagement and wellbeing of all students.		
12-month target 3.1 target	Increase student participation in the AtoSS for: Years 5/6 to 11% in 2024 Years 7–12 to 30% in 2024.		
12-month target 3.2 target	Establish a mechanism for collecting baseline data.		
12-month target 3.3 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 3.4 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 3.5 target	Increase participation rate from 49.1% in 2022 to 55% in 2024		
12-month target 3.6 target	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 3.a The strategic direction and deployment of resources to create and reflect shared	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.		

goals and values; high expectations; and a positive, safe and orderly learning environment			
Actions	<p>Undertake a wide-ranging review based on existing staff feedback and obtain new student feedback on the strengths/weaknesses/challenges of the Learning Advisor program and make recommendations for improvement</p> <p>Strengthen the usage of the Early Assessment Checklist and the Student Profile as a tool for relationship development and maintenance by Learning Advisors and Student Coordinators. Develop 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 Learning Advisor allocations based on vulnerability factors/indicators algorithm. Prepare for year level trial in 2025.</p> <p>Migrate the Learning Advisor Teachers Manual to VSV Online.</p>		
Outcomes	<p>Recommendations for improving the Learning Advisor role following the review.</p> <p>A 'scope of works' for a differentiated Learning Advisor model based on vulnerability factors/indicators.</p> <p>Resources available to Learning Advisors in VSVOnline.</p>		
Success Indicators	<p>Learning Advisor Review Report, including staff and student survey data.</p> <p>A differentiated Learning Advisor model/s (in house and off the shelf products).</p> <p>Improved staff access to Learning Advisor resources to improved support for students.</p>		
Activities	People responsible	Is this a PL priority	When
Conduct a survey of staff and students to obtain feedback on the strengths, weaknesses and challenges of the Learning Advisor program. Review existing and new staff feedback feedback. Write a report containing recommendations for improving the Learning Advisor role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3

Migrate the content in the Learning Advisor Teachers Manual to VSV Online.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
Strengthen the use of the Early Assessment Checklist and provide moderation for Student Coordinators for a shared consistent approach. Engage a high level Software Developer to develop a 'scope of works' for the differentiated Learning Advisor model.	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
KIS 3.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	<p>Undertake a full review of the Student Management Action Plan to better align with the Department of Education language of a Staged Response.</p> <p>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.</p> <p>Undertake technical development for the integration of the Engagement Matrix in the student database.</p> <p>Provide professional learning to build capacity of staff to better understand the research into school refusal and student disengagement.</p>		
Outcomes	<p>Improved collection and recording of student engagement data according to the factors in the Engagement Matrix.</p> <p>Improved student engagement (attendance at online classes and participation in VSV Online)</p> <p>Improved teacher understanding and application of the Staged Response to disengagement.</p>		

	Increased understanding of the research into school refusal and student disengagement.		
Success Indicators	<p>Student engagement data collected at the enrolment to inform early intervention strategies.</p> <p>Improved understanding of the factors that contribute to student engagement and strategies for responding to student disengagement.</p>		
Activities	People responsible	Is this a PL priority	When
Conduct a survey of staff to obtain feedback on the strengths, weaknesses and challenges of the Student Management Action Plan. Write a report containing recommendations for improving the Student Management Action Plan adopting the language of the Staged Response.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
Undertake technical development to improve the collection, collation and presentation of student engagement data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Undertake technical development for the integration of the Engagement Matrix in the student database.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Professional Learning - Staged Response - School Refusal and student disengagement.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4

KIS 3.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	Further embed trauma informed practices as a whole school approach to student wellbeing and develop a process for evaluating impact.		
Actions	Embed Trauma Informed Practice in VSV policies and procedures. Incorporate Trauma Informed Practice within the F-10 Delivery Model Strengthen and maintain professional learning and support for Trauma Informed Practice.		
Outcomes	Improved understanding and application of Trauma Informed Practices across the school.		
Success Indicators	Trauma Informed Practice will be reflected in VSV policies and procedures, including the Learning Advisor Teacher Manual. Trauma Informed Practice will be evident in course development and teaching strategies/techniques. A whole school professional learning schedule for 2024, including induction sessions, will be developed.		
Activities	People responsible	Is this a PL priority	When
Undertake an audit using a Trauma Informed Practice Checklist.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3

Review VSV policies and procedures, including the Learning Advisor Teachers Manual.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
Making Space for Learning (Trauma Informed Practice) Champions representation on F - 10 Delivery Model Working Party.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4
Develop a Trauma Informed Practice professional learning schedule.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
KIS 3.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	Strengthen and embed partnerships with parents/carers and key community stakeholders.		
Actions	Collect participation and attendance data for parent/carer/community events and VSV Connect (VSV Online) to establish baseline data. Obtain parent/carer/supervisor feedback to make recommendations to improve VSV Connect (VSV Online).		
Outcomes	Develop a greater understanding of how parents/carers/supervisors are using VSV resources. Improve engagement with VSV resources such as 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.		

Success Indicators	<p>Improved participation and attendance at parent/carer/community events.</p> <p>Improved feedback from parent/carers/supervisors (Parent Opinion Survey, anecdotal, other surveys)</p>		
Activities	People responsible	Is this a PL priority	When
Conduct an audit of existing partnerships with parents/carers and key community stakeholders.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3
Conduct a needs assessment to identify new partnership opportunities with parents/carers and key community stakeholders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3

