**Annual Implementation Plan 2012**  
**Distance Education Centre Victoria**  
**01-6261**  
Based on Strategic Plan developed for 2011-2014

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed………………………………………. (Principal’s signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name…..Bronwyn Stubbs..............................................</td>
</tr>
<tr>
<td></td>
<td>Date……………………………………………………………</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed………………………………………. (School Council President’s signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name…..Helen Clarke..............................................</td>
</tr>
<tr>
<td></td>
<td>Date……………………………………………………………</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endorsement by Regional Director or nominee</th>
<th>Signed………………………………………. (Regional Director or nominee’s signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Name…Wayne Craig..............................................</td>
</tr>
<tr>
<td></td>
<td>Date……………………………………………………………</td>
</tr>
</tbody>
</table>
## Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>One Year Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>By 2014 to have all students, deemed capable make, at least one year’s VELS progress annually in English and Mathematics.</td>
<td>Aim for 85% of students enrolled for full school year to make at least one year’s VELS progress in English and Mathematics.</td>
</tr>
<tr>
<td></td>
<td>All students (years 3, 5, 7 &amp; 9), deemed capable are at or above the national benchmark in literacy and numeracy.</td>
<td>All students (Years 3, 5, 7 &amp; 9), deemed capable are at or above the national benchmark in literacy and numeracy.</td>
</tr>
<tr>
<td></td>
<td>For each VCE and VCAL unit for each year 2011 to 2014 have at least the following percentage of students satisfactorily demonstrate all outcomes/competencies (S/N):</td>
<td>For each VCE and VCAL unit for each year 2011 to 2014 have at least the following percentage of students satisfactorily demonstrate all outcomes/competencies (S/N):</td>
</tr>
<tr>
<td></td>
<td>Unit 1 above 80%</td>
<td>Unit 1 above 95%</td>
</tr>
<tr>
<td></td>
<td>Unit 2 above 85%</td>
<td>Unit 2 above 95%</td>
</tr>
<tr>
<td></td>
<td>Unit 3 above 90%</td>
<td>Unit 3 above 95%</td>
</tr>
<tr>
<td></td>
<td>Unit 4 above 95%</td>
<td>Unit 4 above 95%</td>
</tr>
<tr>
<td></td>
<td>By 2014 increase the VCE mean score by at least 2.0 for English, Further Mathematics and Mathematics Methods.</td>
<td>By 2012 increase the VCE mean score by at least 0.5 for English, Further Mathematics and Mathematics Methods.</td>
</tr>
<tr>
<td><strong>Student Engagement and Wellbeing</strong></td>
<td>Improve Student Attitudes to School Survey scores for the following measures by 2013:</td>
<td>Increase by 5% peer to peer and student to school connectedness from 2010 – 2012 Students Attitudes to School Survey</td>
</tr>
<tr>
<td></td>
<td>Student morale: Yr 5/6, 4.8, Yr 7–10: 5.00 (7 point scale)</td>
<td>Increase the submission rate by 5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Pathways and Transitions**

- To continue to develop and provide for all students:
  - Supported and successful pathways at and throughout enrolment at distance education
  - Skills in managing transitions to ongoing education, training &/or employment

- Increase the proportion of student enrolments and exits transacted with completed and accurate information

- To have more than 90% of students successfully complete their intended pathways goal while attending the DECV.

- To ensure that 100% of students in 10-12 who leave school have a confirmed, appropriate and viable pathway

- Parent opinion of transition to be above 5.4 for all years 2010 to 2013.

- 95% of student enrolments and exits transacted with completed and accurate information (this includes students who have been processed during the year with an Exit Form)

- 90% of students successfully complete their intended pathways goal while attending the DECV

- Maintain 100% of students in 10-12 who leave school have a confirmed, appropriate and viable pathway.

- All 15 year olds have a confirmed, appropriate and viable pathway.

---

**Teacher effectiveness**

- Yr 5/6: 5.0, Yr 7 – 10: 4.00 (5 point scale)

**Stimulating learning environment**

- Yr 5/6: 4.2, Yr 7–10: 3.8 (5 point scale)

**School connectedness**

- Yr 5/6: 4.5, Yr 7–10: 3.8 (5 point scale)

- Increase student participation and submission rates to be above 80% for years 7 to 10 for all years 2010 to 2013

- Improve Parent Opinion Survey results above 2010 benchmark for all years

- Staff Opinion Survey

By 2012 to improve Student Motivation to be above 65 on the 100 point scale

- In 2011 Student Motivation was 63.6 on the 100 point scale. In 2012 the target is to be above 65 on the 100 point scale.

- Note: student decision making data not present on 2011 SOS)
## Implementation

<table>
<thead>
<tr>
<th>Key Improvement Strategies and Significant Projects</th>
<th>What (Actions) the activities and programs required to progress the key improvement strategies</th>
<th>How (Resources) the budget, equipment, IT, learning time, learning space</th>
<th>Who the individuals or teams responsible for implementation</th>
<th>When the date, week, month or term for completion</th>
<th>Achievement milestones the changes in practice or behaviours</th>
</tr>
</thead>
</table>
| **Student Learning**                               | • Collection of data to inform teaching and learning.  
• Development of introductory modules and learning programs which can be personalised based on the new curriculum structure for P-10.  
• Technical support for set up of On Demand.  
• Learning Programs budget.  
• Technicians, Data Manager and PLT Facilitators.  
• Learning Program development teams and Teaching and Learning Coaches.  
• End of Term 4 2012.  
• Completion of new personalised learning program for students in P-10 ready for delivery and assessment according to ACARA achievement standards in 2013. | | | | | |
| Development of personalised learning program for all students in Years P-10 | | | | | | |
| **Continue to develop effective and consistent teacher instruction and delivery** | • Exploration and adoption of e5 in all new learning programs.  
• Incorporation of at least one compulsory, purposeful online activity in Years 3 - 12.  
• Identification of suitable areas for further online development.  
• Exploration of how video conferencing can enhance distance education | • Professional development and coaching in e5 and online learning.  
• In house technical support and professional development.  
• Teaching and Learning Coaches, Staff Development LT and learning program development teams.  
• End of Term 4 2012.  
• New learning programs developed according to the e5 instructional model.  
• Increased participation in the online learning environment.  
• Continue to implement learning program evaluation surveys. Use data to identify improvement foci. | | | | |
| | | | | | | |
| Implementation of literacy and numeracy strategies. | • Continuation of focus on literacy, numeracy and use of data to inform teacher practice.  
• Professional development for leaders and teachers.  
• PLT Leaders and facilitators, Numeracy Learning Leaders, Data Manager.  
• End of Term 4 2012.  
• Continued whole school implementation of Professional Learning Teams focusing on data analysis to improve student literacy and numeracy outcomes.  
• Development of resources to support numeracy based activities in learning programs.  
• Mathletics and Spellodrome implemented in Years P-10 | | | | | |
### Student Engagement and Wellbeing

Further develop the DECV learning community by improving interaction amongst students, parents, teachers and other members of our school community.

- Ensure consistency of teacher practice regarding early contact
- Build professional learning opportunities to develop skills in using new interaction strategies individual learning plans and student voice.
- Continued development of the best practice compendium and student toolbox

<table>
<thead>
<tr>
<th>Combined School Leaders</th>
<th>Throughout 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term 1</td>
</tr>
<tr>
<td></td>
<td>On going</td>
</tr>
<tr>
<td></td>
<td>Term 2</td>
</tr>
</tbody>
</table>

- Model of transition for continuing year 6 / 7 students completed and recommendations implemented
- All 9 DEECD regions implementing the use of the Far Out Reach forms.
- A range of interaction strategies between all members of the school community trialled and evaluated. For example Student support home group and parent teacher interviews.
- ILP s reviewed following the trialling and evaluating of select groups
- All 2012 learning programs will have a component that incorporates student voice.

### Explore the adoption of student individual learning plans.

- Researching various models of individual learning plans for distance education students

<table>
<thead>
<tr>
<th>Combined School Leaders</th>
<th>Term 2</th>
</tr>
</thead>
</table>

- develop at least 2 ILP models specifically for DECV students
- ILP s reviewed following the trialling and evaluating of select groups

### Continue to develop student engagement through the work on Student Voice

- Establish processes for the incorporation of student voice in learning programs.
- Seek listen and respond to student voice.

<table>
<thead>
<tr>
<th>LT Student Feedback / TLCs</th>
<th>ongoing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined School Leaders</td>
<td></td>
</tr>
</tbody>
</table>

- Processes for incorporating student voice incorporated into all new learning programs

### Student Pathways and Transitions

- Year 6 and 7 teacher meet by the end of term 1 to evaluate current transition
- Professional development for leaders and teachers.

<table>
<thead>
<tr>
<th>Combined School Leaders</th>
<th>Term 1</th>
</tr>
</thead>
</table>

- Ultranet explored as a mechanism for parents/students accessing
To continue to develop and provide for all students:

**Supported and successful pathways at and throughout enrolment at distance education**

**Skills in managing transitions to ongoing education, training &/or employment**

- The concept of developing 'career action plans' will be explored
- Continue tracking of year 6-7 students to review the long-term experience of students who continue from grade 6-12
- Review year 6-7 transition, including feedback from year 7 parents and students
- Results from the exploration into developing 'career action plans' will be implemented as appropriate
- Improved enrolment and re-enrolment process implemented
- Continue tracking of year 6-7
- Students to review the long-term experience of students who continue from grade 6-12

**In house technical support and professional development.**

**Recommendations of RTO review implemented**

**Implementation of recommendations of the review of current and future subjects for the whole school completed**

**100% implementation of Database recording of student details to incorporate exit and transition including MIPs.**

- Year 6-7 transition model incorporating student survey input developed
- Transition report (including recommendations) on current pathways and transitions into, through and out of DECV completed
- Recommendations of RTO review implemented
- Implementation of recommendations of the review of current and future subjects for the whole school completed
- 100% implementation of Database recording of student details to incorporate exit and transition including MIPs.