

School Annual Implementation Plan for 01-6261, Distance Education Centre Victoria I 2015

Based on Strategic Plan 2014-2018

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	<p>All Distance Education Centre Victoria students will:</p> <ul style="list-style-type: none"> • be creative and curious learners • critical thinkers • make significant progress regardless of their starting point • achieve high standards of literacy and numeracy. 	<p>All F-10 students have made at least the minimum expected progress commensurate with their period of enrolment at the DECV. This is measured through establishment of achievement levels on enrolment and at the completion of the learning program.</p> <p>Each Year 12 Study to increase their adjusted score relative to base-line data averaged over 2010-2014.</p> <p>By 2018 to achieve the following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments.</p> <p>Unit 1 - above 70% Unit 2 - above 65% Unit 3 - above 80% Unit 4 - above 75%</p> <p>All students have the literacy and numeracy skills to successfully achieve the expected standard in all subjects in their Learning Program.</p> <p>All students in Years 3-10 complete Discovery Learning projects which targets critical thinking, creativity and curiosity and are measured against the</p>	<p>Establish base-line data in relation to the number of students who have made at least the minimum expected progress commensurate with their enrolment period at the DECV.</p> <p>70% of Year 12 Study to increase their adjusted score relative to base-line data averaged over 2010-2014</p> <p>The following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments have been achieved</p> <p>Unit 1 - above 62.5% Unit 2 - above 57.5% Unit 3 - above 72.5% Unit 4 - above 67.5%</p> <p>Establish base-line data in relation to the number of students who are at or above the expected level in On Demand testing and have successfully achieved the expected standard in all subjects in their Learning Program.</p> <p>50% of students have completed Discovery Learning.</p>

		General Capabilities.	
Engagement	All Distance Education Centre Victorian students will be motivated and engaged learners	<p>By 2018 the Student Attitude to Schooling Survey will demonstrate a 5% increase in each of the following areas:</p> <ul style="list-style-type: none"> • Stimulating Learning • Student Motivation • Learning Confidence • Connectedness to peers • Connectedness to school 	<p>Increase in the number of students that participate in school activities and in the student voice leadership team.</p> <p>A student survey developed to provide meaningful feedback to teachers.</p> <p>The student survey is conducted at the end of Semester One. Teachers critically evaluate their responses and document their change of practice as part of the Performance and Development process.</p> <p>All learning programs will have at least one embedded collaborative task.</p> <p>Teachers will have shared effective tools and engagement strategies in the LMS and BPC.</p> <p>Increase opportunities for synchronous collaborative activities as well as asynchronous collaboratively. A timetable is produced and distributed to supervisors and schools.</p> <p>Survey schools to obtain feedback from supervisors on student engagement through DECV teacher practice and learning materials.</p> <p>Increase the number of opportunities for students to engage collaboratively with the school community: information days, success with distance days, primary connect day,</p>

			<p>transition programs – careers website development and other programs etc</p> <p>Create opportunities for virtual attendance at seminars and school events and stream all student events</p> <p>Develop the processes to support teachers to provide feedback on all submissions within one week of receipt in 2016</p> <p>Develop monitoring processes to ensure that all teachers are meeting the feedback turnaround benchmarks</p> <p>Implement Career Action Plans for all year 7 – 12 DECV students.</p> <p>Audit current DECV programs that address pathways and transitions. Evaluate the effectiveness of these programs. Develop recommendation to improve the quality and number of pathways transitions programs.</p> <p>Develop analytics and metrics that closely monitor individual student engagement</p> <p>Evaluate the effectiveness of the pathways guides and early in the SMAPs process</p> <p>Evaluate the reasons for early withdrawals at the Year 11 & 12 level and develop recommendations to address.</p> <p>Evaluate the reasons for non-engagement or disengagement in Years F -10</p>
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			<p>Research opportunities for increasing the number of skill-based excursions and developing partnerships with outside organisations. Implement activities in 2015.</p> <p>Increase the opportunities for students to gain work experience at year 10.</p>
Wellbeing	All Distance Education Centre Victoria students will be confident and resilient learners	<p>As measured by the Student Attitude to Schooling Survey, 5% increase on 2013 data in each of the following areas:</p> <ul style="list-style-type: none"> • Connectedness to peers • Connectedness to school • Resilience 	<p>Establish a Steering group for a whole school approach to mental health and wellbeing</p> <p>Collect baseline data from relevant SASS, POS and SOS indicators and determine other measures of wellbeing</p> <p>Investigate successful whole school mental health programs in other settings. (E.g. Geelong Grammar).</p> <p>Document effective practices to support the different cohorts of students</p> <p>Conduct whole school professional learning to develop a shared understanding of teacher responsibilities and practices at the DECV</p> <p>Conduct Student/parent community survey to identify priorities for student and parent forums.</p> <p>Identify and prioritize potential strategic partnerships with various agencies considered and prioritised. Develop success criteria</p>

<p>Productivity</p>	<p>Distance Education Centre Victoria will utilise its resources to support the achievement of goals in Student Achievement, Student Engagement and Student Wellbeing</p> <p>The DECV will be a system leader the provision of online learning environments for students</p>	<p>The targets documented in the DECV School Strategic Plan 2015 -2018 are met</p> <p>DECV provision 2015 – 2018 will continue to grow in the local, national and international sphere</p>	<p>All professional learning activities are focussed on achievement of the goals stated in the Strategic Plan and Annual Implementation Plan</p>
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Implementation

Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p>Achievement</p> <p>Build staff capacity in pedagogical practices to support individual student progress in an online environment.</p> <p>Develop a common understanding and implement a consistent approach to effective teaching and learning in an online learning environment.</p>	<p>Research and define the most appropriate evidence based pedagogical model for the DECV which aligns with the goals outlined in the Strategic Plan. (Model needs to be based on an inquiry approach and incorporate differentiation strategies and cater for explicit teaching of literacy, numeracy, critical thinking, creativity and curiosity.)</p> <p>Establish Success Criteria for learning programs delivered in an online learning environment.</p> <p>Establish consistent processes for seeking feedback from students about Learning Programs.</p>	<p>Whole day meetings with a budget supporting the process.</p> <p>Choose a project management tool to guide timelines and share resources.</p> <p>Establish focus groups made up of those teachers with LMS experience in 2015. Use of 9Lanterns process to collect qualitative data.</p> <p>Investigate most effective means of getting feedback from a cross sector of students and develop instruments and processes to support it.</p>	<p>Pedagogy Working Party</p> <p>Pedagogy Working Party Technical Support</p> <p>Pedagogy Working Party</p> <p>Survey Working Party</p>	<p>Ongoing throughout 2015</p> <p>Term2 2015</p> <p>Collection of data to be completed by the end of third term 2015.</p> <p>Semester 1 2015.</p>	<p>The DECV 'Pedagogical Model' (PM) has been researched and developed.</p> <p>Success Criteria for Learning Programs in an online learning environment have been developed.</p> <p>A student feedback process has been developed and instruments to acquire data have been identified</p>

<p>Provide opportunities for students to communicate with their teacher and peers to co-construct learning and teach specific skills for effective communication</p> <p>Investigate effective measures to track student progress and capabilities.</p>	<p>Identify the best approach to developing explicit program delivery support for teachers new to the school, year level or subject.</p> <p>Assessment of the current course development cycle in light of the new opportunities within Scaffold for agile, responsive course development.</p> <p>Investigate which approaches to collaboration and co-construction of learning are the most effective and appropriate for different cohorts and consider the best approach to teaching communication skills. Create an implementation plan for the above.</p> <p>Collect adjusted score base-line data for 2010-14. Provide Year 12 teachers with information about how the adjusted score base-line data was collected and develop an understanding of the targets in the School Strategic Plan.</p>	<p>Meeting agenda toss reflect this focus</p> <p>Focus groups for success criteria will also produce the data for this improvement strategy.</p> <p>TLC meeting agenda to reflect this focus</p> <p>TLC, Education Committee and Sub School meeting agendas to reflect this focus</p> <p>Collect through VASS for distribution and discussion in Subschool meetings.</p>	<p>Led by LT Staff Development</p> <p>Pedagogy Working Party</p> <p>Pedagogy Working Party</p> <p>Data Working Party</p>	<p>Ongoing throughout 2015</p> <p>Throughout 2015</p> <p>Collection of data to be completed by the end of third term 2015</p> <p>Term 2 2015.</p>	<p>A process for developing program delivery support materials for teachers has been developed.</p> <p>Recommendations have been developed about the best approach to Learning Program development in order to maximise the use of Scaffold by students and teachers.</p> <p>The most effective and appropriate approaches to collaboration and co-construction of learning for different cohorts have been identified and an implementation plan created.</p> <p>Adjusted score base-line data has been collected and teachers are aware of the process for collation and the targets in the SSP.</p>
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	<p>Improve satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments.</p> <p>Initiate the process for tracking student progress through a comparison of mid-year and end of year AusVELS data while enrolled at DECV along with standardised testing (OnDemand or other). Collect base-line data.</p> <p>Collect data about how many students are on Customised Learning programs.</p> <p>Review Discovery Learning with a view to further supporting and targeting the development of critical thinking skills, creativity and curiosity. Current assessment and</p>	<p>Satisfactory completion rates for 2014 for each unit collected and distributed to Year 11 & 12 teachers.</p> <p>Collection of AusVELS and OnDemand data.</p> <p>Establish a process for the most efficient way to collect data regarding Customised Learning Programs above and below expected level.</p> <p>Form a Focus group</p>	<p>Data Working Party</p> <p>Data Working Party</p> <p>Data Working Party</p> <p>Pedagogy Working Party</p>	<p>Term 1 2015.</p> <p>Planning Term 1 2015. Data collection mid Term 2</p> <p>Term 4 2015.</p> <p>A review to be conducted in 2015, with the intent to implement in 2016.</p>	<p>The following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments have been achieved Unit 1 - above 62.5% Unit 2 - above 57.5% Unit 3 - above 72.5% Unit 4 - above 67.5%</p> <p>A process for tracking student progress through a comparison of mid-year and end of year AusVELS data while enrolled at DECV has been established. Base-line AusVELS data has been collected and the plan to incorporate standardised testing in Term 4 has been developed.</p> <p>Data about how many students are on Customised Learning programs has been collected.</p> <p>A project plan for the further development, assessment and reporting of Discovery Learning has been created.</p>
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	reporting practices of Discovery Learning are also reviewed.				
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Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
<p>Engagement</p> <p>To effectively use student voice (student feedback) to inform and monitor the work of all teachers through empowering students to more actively shape their own learning.</p> <p>Further develop a home / school communication strategy which promotes understanding of the school's approach to teaching and learning and the online environment and explores ways of engaging and communicating with parents.</p>	<p>Increase in the number of students who participate in school activities.</p> <p>Increase in the number of students who participate in the voice leadership team.</p> <p>Establish benchmark numbers on current involvement in collaborative events eg; Awards Day Student Voice round table etc</p> <p>Communication Strategy developed</p>	<p>Promotion / reputation building: at school and events and publications.</p> <p>Provide incentives eg leadership conference attendance, competitions</p> <p>Learning Program offsets for attendance perhaps qualification / certificates</p> <p>Through consultation, draft and ratification</p>	<p>Student Voice Working Party</p> <p>Student Voice Working Party</p> <p>Student Voice Working Party</p> <p>Principal</p>	<p>Term 1 – Student Voice</p> <p>Ongoing</p> <p>Semester one</p>	<p>Documented increase in participation</p> <p>Excel spreadsheet to record: excursions, attendance at seminars, camp etc</p> <p>2015 is a benchmark year Benchmarks set</p> <p>Home school communication strategy completed and implemented</p>

Further develop feedback processes with students to improve engagement and outcomes	Student survey developed from the current course book to provide meaningful feedback to teachers and to expand the focus on the teaching and learning experiences.	Develop the tools to measure student engagement	Survey Working Party	Semester 1	Survey data documented, disseminated and conversations had. Planned changes in practice 2016
	Teachers critically evaluate their responses to the survey above and document their change of practice as part of the Performance and Development process.	P&D Process Data distributed to individual teachers	Survey Working Party	The student survey is developed by the end of Semester One; implemented Semester 2 and 2016 to focus on change of practice	Developed in 2015 for implementation 2016
	Teachers share tools and engagement strategies in the LMS and the Best Practice Compendium.	Learning Program development Targeted Professional Learning Staff meetings Sub School meetings LMS / BPC coordinator Peer observation process Targeted Professional Learning by PC Support	Pedagogy Working Party	Semester 2	Bank of resources / tools Documented and available to all staff
	All Professional Learning recorded and available online	Recorded on video / audio All resources available for download	Technical Support Team	Ongoing	Recorded professional learning resource bank available for all staff
	Survey schools to obtain feedback from supervisors on student engagement through DECV teacher practice and learning materials.	Develop Survey for supervisors feedback	Survey Working Party	Semester 1 survey completion for semester 2 implementation	Collection of data Baseline data established Improvements to 2016 handbook – clearer expectations

Investigate the development of transitional programs linked to pathways into society.	Increasing the number of opportunities for students to engage collaboratively with the school community: information days, online lessons, success with distance days, primary connect day, transition programs – careers website development and other programs etc	Timetabled opportunities with long lead times	Student Voice Working Party	Ongoing	Implementation of additional opportunities for collaboration
	Create opportunities for virtual attendance at seminars and school events and stream all student events	Marketing clear learning intentions Program budgeting Investigate opportunity Events / seminars streamed Promoted	Technical Support Team	Semester 1 planning for Semester 2 implementation	Bank of recorded materials available
	Develop the processes to support teachers to provide feedback on all submissions within one week of receipt in 2016 Develop processes to monitor individual teacher's feedback turnaround benchmarks.	Investigating opportunities in the Learning program / LMS Professional Learning opportunities Database	Data Working Party	Semester 2	Reduced amount of extraneous teacher assessments LMS opportunities explored and trialled Structures and processes in place for 2016
	Implement Career Action Plans for all year 7 – 12 DECV students.	Teaching teams	Student Pathways Working Party	Term 2	CAP rollout 70% Yrs 11 - 12 90% Yr 10 80% Yrs 7 - 9
Audit current DECV programs that address pathways and transitions	During student intake interview	Student Pathways Working Party	Ongoing	Audit and evaluation completed	

	<p>and evaluate the effectiveness of these programs.</p> <p>Develop recommendations to improve the quality and number of pathways transitions programs.</p>	<p>Combined Sub school</p> <p>PL staff to investigate how current Careers programs fit in to programs for students</p> <p>Embed employment capabilities in LPs</p>	<p>Student Pathways Working Party</p>	<p>Ongoing</p>	<p>Recommendations considered and in place for 2016</p>
	<p>Develop analytics and metrics that closely monitor individual student engagement</p>	<p>Data analysis LMS Surveys – SV, SASS, POS, Attendance / submission</p>	<p>Data Working Party</p>	<p>Semester 2</p>	<p>Analytics and metrics developed and in use</p>
	<p>Evaluate the effectiveness of the Pathways Guides early in the SMAPs process</p>	<p>SMAP data (F – 12) Engagement outcomes</p>	<p>Student Pathways Working Party</p>	<p>Semester 2</p>	<p>Revised Pathways Guide role dependent on evaluation</p>
	<p>Evaluate the reasons for early withdrawals at the Year 11 & 12 level and develop recommendations to address.</p>	<p>Database</p>	<p>Student Pathways Working Party</p>	<p>Semester 1</p>	<p>Reduction in the number of Non Submits Reduce the number of cancellations Reduce the number of Yr 11/12s with 2 or more Ns</p>
	<p>Evaluate the reasons for non-engagement or disengagement in Years F-10</p>	<p>Database</p>	<p>Student Pathways Working Party</p>	<p>Semester 1</p>	<p>Record of re-engagement or alternative pathways. Develop recommendations to</p>

	<p>Research opportunities for increasing the number of skill-based excursions and developing partnerships with outside organisations. Implement activities in 2015.</p> <p>Increase the opportunities for students to gain work experience at year 10.</p>	<p>Careers Expo PL attendance Careers Tasters NMIT , Kangan TAFE, etc Short Course Certs LMS</p> <p>Careers Expo External partnerships</p>	<p>Student Pathways Working Party</p> <p>Student Pathways Working Party</p>	<p>Semester 1</p> <p>Semester 2</p>	<p>address early withdrawals Decreased number of early withdrawals Record of re-engagement or alternative pathways.</p> <p>Increased number of Yr 10 work experience</p> <p>Increased number of skill-based excursions</p> <p>Increase in number of Yr 10 students in work experience program</p>
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Wellbeing					
Build high levels of trusting and authentic relationships for students with their peers and teachers	Establish a Steering Committee for a whole school approach to mental health and wellbeing	Identify the key stakeholders and ask for EoI.	Positive Psychology Steering Committee	End of Week 2, Term 1. 14 February	Inaugural Steering Committee meeting has been conducted in Term 1
Investigate appropriate data sets that enable evaluation of effective intervention	Collect baseline data from relevant SASS, POS and SOS indicators and determine other measures of wellbeing	Establish relevant SASS, POS and SOS indicators. Investigate other data sets that measure student wellbeing and if programs are making a difference .	Positive Psychology Steering Committee	End of Term 1	Indicators if any identified
Establish an engagement/ risk assessment tool that is applied at the time of enrolment.	Investigate successful whole school mental health programs in other settings. (E.g. Geelong Grammar). Document effective practices to support the different cohorts of students	Identify and shortlist other Positive Psychology programs in distance education and other educational settings. Organise visits to research programs and develop networks.	Positive Psychology Steering Committee Positive Psychology Steering Committee	End of Term 2 End of Term 1	Positive Psychology programs shortlisted for consideration Visits completed and documented
	Conduct whole school professional learning to develop a shared understanding of teacher responsibilities and	Through the 2015 DECV Professional Learning Program	Positive Psychology Steering Committee	During Term 2	Professional Learning Program completed

	<p>practices at the DECV</p> <p>Conduct Student/parent community survey to identify priorities for student and parent forums.</p> <p>Identify and prioritize potential strategic partnerships with various agencies considered and success criteria identified</p>	<p>Develop and conduct appropriate Survey</p> <p>Regular updates to all teachers provided by teacher representatives at sub school meetings and in connect.</p>	<p>Survey Working Party</p> <p>Led by LT Wellbeing</p>	<p>By end of Semester 1</p> <p>Ongoing</p>	<p>Student and Parent Forum program documented for implementation</p> <p>Strategic partners identified based on success criteria of their work with client groups</p>
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Productivity					
Review the Professional Learning processes to ensure alignment of individual Performance and Development plans and the Strategic Plan and subsequent Annual Implementation Plans.	Time is allocated for Learning Program Teams to review requirements for teacher feedback	Align P&D professional learning requests with the targets of the Strategic Plan and AIP	Pedagogy Working Party	By end of week 3 Term 2 2015	DECV Professional Learning Plan 2015
Teacher-Student feedback loop in place for feedback on all submissions to take place within one week of receipt in 2016	Identify and document the feedback process for implementation in 2016	Professional learning program conducted to ensure familiarity with and ability to process work within a week of submission	Pedagogy Working Party	Throughout 2015 for 2016 implementation	Feedback processes and tools in place for 2016
Create a part time teacher attendance policy	Write a Part Time Teacher Attendance Policy	Consult with teachers, Branch and the 2013 Victorian Teacher Agreement	Principal	Term 4 2015	Part Time Teacher Attendance Policy logged in Policy Register and referred to in Long Term Plan 2016
Identify the appropriate analytical tools in the LMS to monitor student achievement and student engagement	Document the range of tools within the LMS to be used for the monitoring of student achievement and engagement	Audit the available LMS monitoring tools for achievement and engagement	Data Working Party	By end Term 3 2015	Monitoring tools for achievement and engagement operational for 2016

Design and create a DECV webstreaming/ teacher observation infrastructure	Investigate, approve and install DECV webstreaming infrastructure	Consultation with staff and third party suppliers	Led by Manager ICT	By end of Semester 1	Webstreaming infrastructure in place for teaching and learning and peer observation video production
Develop an ICT plan to support student learning	School ICT Progression Strategy (SIP) written	Audit of current ICT hardware and software against identified ICT needs 2015 - 2018	Led by Manager ICT	By end Semester 1	Ratified SIP 2015 – 2018