

School Strategic Plan for
Distance Education Centre Victoria
6261
2014 - 2018

School Profile

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| <p>Purpose</p> | <p>The Distance Education Centre Victoria (DECV) is Victoria's major provider of distance education learning programs from Foundation to Year 12. DECV provides innovative 21st century learning in a stimulating and supportive environment that engages all students and encourages them in the pursuit of excellence and the achievement of individual goals. The school believes that all students can learn and be extended. The learning programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools.</p> |
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| <p>Values</p> | <p>DECV teachers strive to be outstanding educators who are compassionate and committed to continuously improving their practice to engage and create positive learning outcomes for all students. Respect, innovation, collaboration and communication provide a values framework for a focus on the student and student learning.</p> <p>Students commit to doing their best and communicating openly about their learning</p> <p>Parents and supervisors commit to supporting the student in their learning and communicating regularly with teachers.</p> |
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| <p>Environmental Context</p> | <p>The DECV enrolls approximately 3,500 students from year levels F-12, of these, approximately 1300 are VCE students. While many students are travelling, ill or find fitting into regular schooling difficult, many others use the DECV's services to enrol in one or two subjects that they cannot access in their regular school. Students are drawn from across Victoria, interstate and overseas although all are Victorian residents at the time of enrolment. Students must meet criteria to be enrolled. Students are enrolled throughout the school year, with many commencing after the start of a school year. Students re-enrol annually. Retention throughout all years of schooling is not an objective for the school. Many students are at the DECV for only one year.</p> <p>Social Context</p> <ul style="list-style-type: none"> • the school has a significant proportion of students at VCE level that are based in another school • Students come to the DECV with wide ranging levels of success in schooling and aspiration. |

- The students are physically separated, so the school is committed to connecting them with the school, their peers and their teachers and/ or other significant adults
- Students come from a wide range of social demographics and location may be city, regional, rural or travelling. As the DECV draws its students from so many communities/cohorts the SFO is an unreliable predictor of educational disadvantage.
- Personal growth and the development of self-esteem, self-belief and resilience are important for educational success of students

Educational Context

- The DECV is well placed as a system leader in how students learn in an online environment. The school is committed to continuous improvement and being an innovative 21st Century school.
- The Distance Education Centre of Victoria (DECV) courses are designed to match courses in regular school settings. The DECV offers a full range of subjects, with the exception of languages which are offered by the Victorian School of Languages (VSL).
- The programs are designed to meet the educational needs of students whose circumstances prevent them from accessing courses at regular schools.
- Students have a diverse range of educational and support needs. To meet this need the school has a modular curriculum enabling the provision of customised and personalised learning programs for all students at the F-10 level. Modification of the VCE & VCAL program is provided as required and within the VCAA guidelines. Teachers have high expectations of all students.
- Teachers work collegially to design learning experiences that enhance understanding, promote curiosity and support and extend students. Students are introduced to key concepts through explicit teaching and are provided with opportunities to explore concepts individually and collaboratively with their peers. Connecting students with their teachers and the DECV is critical to student success. Teachers have a designated one and a half hours for contact with students. This time is meeting free.
- Connecting students to their peers is a focus for development in learning programs and in social spaces on the LMS
- Learning programs are delivered using a blended model. Work is completed in online classroom spaces, both synchronous and asynchronous. Hard copies are provided in most learning programs however, these cannot provide access to the high quality and engaging digital resources and communication spaces provided within the online environment
- The school has identified the need for increased opportunities for collaborative learning to promote student achievement and engagement. The school has a professional learning program to assist teachers to adopt

new and appropriate digital tools for learning motivation, engagement, collaboration, metacognition, etc.

- The school has introduced negotiated activities. The challenge for the future is to build teacher practice to support student investigation of wide ranging cross curricula projects that extend each student.
- Partnership with parents and supervisors is a key aspect in student success. Connecting parents through the online environment will be a key component for development in the future

Environmental Context

- The school is introducing a new Learning Management System (LMS). The LMS will enable greater integration of tools and provide analytics to investigate engagement and the effectiveness of activities in the development of student outcomes. The school has a parent portal to keep parents informed in real time of their child's participation and outcomes. The school has successfully trialled modular reporting. There are technical issues for early implementation. It is expected that modular reporting will be provided for all students in Foundation to Year 10 level within the timeframe of this strategic plan. The school will need to investigate ways of providing ongoing reporting at the VCE level during this Strategic Plan
- Other schools are creating an online presence for students

Technological Context

- Students enrolling at the DECV need access to the internet as most subjects require students to access the school online environment to satisfy the study requirements. Email is frequently used by students, teachers and parents to communicate about the student's needs and progress. Some subjects are exclusively online. Many courses can also be received on DVDs. DVDs are generally produced at different sub-school levels, and contain all the materials for studying a semester of a course. This medium also allows for the inclusion of other enhancement material and where internet connectivity may not always be available (i.e. as for travelling students).
- Teachers have access to a wide range of ICT tools for learning and teaching. Thus, teachers must adapt to a rapidly changing technological environment, including virtual worlds
- The slow roll out of the NBN provides issues of internet access and speeds for DECV students
- Privacy is a critical consideration for the school. All processes and practices in the digital space are reviewed for their impact on privacy. Privacy Disclosure statements are made wherever appropriate
- The DEECD IT infrastructure is designed for regular schools. At times the structures provide hurdles for the DECV.

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| | <p>Physical Context</p> <ul style="list-style-type: none"> • The DECV is located in Thornbury • We have sustainable external and internal environments • Students visit the school for formal occasions, for interest days and seminars. Students and parents can visit on an ad hoc basis to engage with teachers or access resources. • The school conducts camps and excursions • The school has an increasing need for separate exam rooms to meet the needs of students with Special Exam arrangements. The school will need to consider how it can meet this need within the constraints of the current school structures. • Changes to working arrangements for administration staff and teachers and the introduction of new digital tools may require alteration or new designated spaces in the future. The school will need to consider how best to accommodate these future needs. |
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| <p>Service Standards</p> | <p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents and supervisors will be engaged regularly about their child's engagement and progress with learning.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> |

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| | <ul style="list-style-type: none">• <i>Students will play an active part in the development of their learning plan</i>• <i>Students will be engaged regularly to provide feedback on the effectiveness of the delivery of the learning program</i>• <i>All teachers will provide timely and targeted feedback to students on their work.</i> |
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Strategic Direction

Distance Education Centre Victoria is a school that provides innovative 21st century learning in a stimulating and supportive environment that engages all students and encourages them in the pursuit of excellence and the achievement of individual goals

| | Goals | Targets | Key Improvement Strategies |
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| 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%</p> <p>Unit 2 - above 65%</p> <p>Unit 3 - above 80%</p> <p>Unit 4 - above 75%</p> <p>Students have the literacy and numeracy skills to successfully achieve the expected standard in all subjects in their Learning Program.</p> | <p><i>The Review Panel recommended the following be considered for inclusion in the new School Strategic Plan around the central themes of collaboration, communication and online learning to improve student learning outcomes and for teachers and students to become active learners:</i></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>Investigate effective measures to track student progress and capabilities.</p> <p>Provide opportunities for students to communicate with their teacher and peers to co-construct learning and</p> |

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| | | <p>All students in Years 3-10 complete Discovery Learning projects which target critical thinking, creativity and curiosity and are measured against the General Capabilities.</p> | <p>teach specific skill for effective communication</p> <p><i>Further the panel suggested that a deeper understanding of collaborative learning in the 21st century be explored and there is a need to explicitly teach students skills to collaborate and communicate effectively. Also whilst courses and programs are documented, a version for teachers with more explicit instructions on how to deliver the program would greatly assist teachers new to the school.</i></p> |
| <p>Engagement</p> | <p>All Distance Education Centre Victorian students will be motivated and engaged learners</p> | <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"> • Stimulating Learning • Student Motivation • Learning Confidence • Connectedness to peers • Connectedness to school | <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>Continue to develop activities and online classes that encourage the participation and engagement of students in their learning including opportunities for collaboration with teachers and peers.</p> <p>Further develop home / school communication strategies which promote understanding of the school's approach to teaching and learning and online environment and explores ways of engaging and communicating with parents.</p> |

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| | | | Investigate the development of transitional programs linked to pathways into society. |
| Wellbeing | All Distance Education Centre Victoria students will be confident and resilient learners | As measured by the Student Attitude to Schooling Survey, 5% increase on 2013 data in each of the following areas: Connectedness to peers Connectedness to school Resilience | Build high levels of trusting and authentic relationships for students with their peers and teachers Investigate appropriate data sets that enable evaluation of effective intervention Establish an engagement/ risk assessment tool that is applied at the time of enrolment. |
| Productivity | Distance Education Centre Victoria will utilise its resources to support the achievement of goals in Student Achievement, Student Engagement and Student Wellbeing The DECV is working towards system leadership in how students work in an online environment. | The targets documented in the DECV School Strategic Plan 2015 - 2018 are Met DECV provision 2015 – 2018 will continue to grow in the local, national and international sphere | Review the Professional Learning processes to ensure alignment of individual Performance and Development plans and the Strategic Plan and subsequent Annual Implementation Plans. Provide opportunities for teachers to meet in learning program teams to review teacher feedback requirements to ensure teachers are able to provide feedback on all submissions within one week of receipt in 2016 Create a part time teacher attendance policy Investigate analytics tools in the LMS to monitor student achievement and student engagement |

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| | | | <p>Establish web streaming/ teacher observation infrastructure</p> <p>Develop an ICT plan to support student learning</p> |
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School Strategic Plan 2014- 2017: Indicative Planner

| Key Improvement Strategies | | Actions | Achievement Milestone |
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| <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>Provide opportunities for all students to collaborate, and co-construct their learning</p> <p>Investigate effective measures to track student progress and capabilities.</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> | Year 1 | <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. Establish consistent processes for seeking feedback from students about Learning Programs.</p> <p>Identify the best approach to developing explicit program delivery support for teachers new to the school, year level or subject.</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 reporting practices of Discovery Learning are also reviewed.</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</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 process for developing program delivery support materials for teachers has been developed.</p> <p>A project plan for the further development of Discovery Learning has been created.</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</p> |

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| | | <p>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 SSP.</p> <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>Investigate communication and collaboration opportunities in the new online learning environment (As per the Engagement section of the SSP)</p> | <p>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> <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>Identification of communication and collaboration opportunities in the new online learning environment. (As per the Engagement section of the SSP)</p> |
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| | Year 2 | <p>Implement DECV PM in all new and reaccredited Study Designs and endorsed AusVELS curriculum F-10.</p> <p>Teachers and TLCs use the Learning Program Success Criteria to guide program development and quality assurance processes. Seek feedback from students about Learning Programs.</p> <p>Develop program delivery support materials for teachers new to the school, year level or subject.</p> <p>Implement project plan for the further development of Discovery Learning. Implement new assessment and reporting processes of Discovery Learning.</p> <p>Implement new approach to the course development cycle with reaccredited and new subjects and studies. Feedback sought from all stakeholders.</p> <p>Implement strategies for agile, responsive course design in daily teacher practice.</p> <p>Implement collaboration and co-construction of learning and explicit teaching of effective communication skills with different student cohorts according to the plan developed in 2015. Seek feedback from students and teachers.</p> <p>Teachers review adjusted score data for 2015, compare with baseline data (2010-</p> | <p>DECV PM and LP Success Criteria are evident in new and reaccredited learning programs.</p> <p>Feedback about Learning Programs has been provided by students.</p> <p>Program delivery support materials for teachers have been developed.</p> <p>Discovery Learning has been redeveloped according to the project plan.</p> <p>The first cycle of the new approach to Learning Program development has been completed successfully.</p> <p>Teachers are using Scaffold to respond to the needs of current students in their daily teaching practice through agile modification of course materials to personalise learning.</p> <p>Students are collaborating, communicating and co-constructing learning using tools that are appropriate to their circumstances and context. Participation data is collected and feedback sought from students and teachers.</p> <p>Teachers have reviewed adjusted score data for 2015, compared it with baseline data</p> |
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| | | <p>2014), and reflect on their teaching and learning strategies.</p> <p>Improve satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments.</p> <p>Implement 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).</p> <p>Continue to monitor the number of students who are on Customised Learning programs and review strategies to support their learning.</p> <p>Build capacity through a professional development program to enable communication and collaboration in the online environment. (As per Engagement section)</p> | <p>(2010-2014), and reflected on their teaching and learning strategies.</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 65% Unit 2 - above 60% Unit 3 - above 75% Unit 4 - above 70%</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 implemented. AusVELS data has been collected and standardised testing in Term 4 has been incorporated into learning programs.</p> <p>Data about how many students are on Customised Learning programs has been collected and analysed. Support strategies have been reviewed.</p> <p>Delivery of a professional development program. (As per Engagement section)</p> |
| | Year 3 | Refine the DECV PM based on student and teacher feedback and continue to implement it in all new and reaccredited Study Designs and endorsed AusVELS curriculum F-10. | The DECV PM and LP Success Criteria have been consolidated and are evident in new and reaccredited learning programs. |

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| | <p>Consolidate the use of the Learning Program Success Criteria to guide program development and quality assurance processes. Student feedback from the previous year has been incorporated into the QA process.</p> <p>Implement the use of program delivery support materials for teachers new to the school, year level or subject based. Seek feedback from teachers.</p> <p>Continue to implement and begin delivery of the Discovery Learning project plan. Implement new assessment and reporting processes for Discovery Learning. Seek feedback from students.</p> <p>Consolidate and refine new approach to the course development cycle with reaccredited and new subjects and studies. Improvements are made based on stakeholder feedback.</p> <p>Continue to implement, develop and refine strategies for agile, responsive course design in daily teacher practice.</p> <p>Continue to implement approaches for different cohorts to collaborate, communicate effectively and co-construct their learning. Refine strategies based on feedback from students and teachers.</p> <p>Teachers review adjusted score data for 2016, compare with baseline data (2010-2014), and reflect on their teaching and learning strategies.</p> | <p>Program delivery support materials for teachers new to the school, year level or subject based are in place. Feedback from teachers has been sought.</p> <p>Begin delivery of the new version of Discovery Learning. Feedback from students has been requested.</p> <p>The second cycle of the new approach to Learning Program development has been completed successfully.</p> <p>The use of Scaffold to respond to the needs of current students is embedded in the daily teaching practice of all teachers.</p> <p>Consolidation and refinement of approaches which enable and support different student cohorts to collaborate, communicate effectively and co-construct their learning.</p> <p>Teachers have reviewed adjusted score data for 2016, compared it with baseline data (2010-2014), and reflected on their teaching and learning strategies.</p> <p>The following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments have been ach</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>Continue 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).</p> <p>Continue to monitor the number of students who are on Customised Learning programs and review differentiation strategies within learning programs that have been developed according to the DECV Pedagogical model.</p> <p>Teachers explore and implement strategies for communication and collaboration in the online environment. (As per Engagement Section)</p> | <p>Unit 1 - above 67.5% Unit 2 - above 62.5% Unit 3 - above 77.5% Unit 4 - above 72.5%</p> <p>The process for tracking student progress through a comparison of mid-year and end of year AusVELS data while enrolled at DECV has been continued. AusVELS and standardised testing data has been collected and analysed.</p> <p>Data about how many students are on Customised Learning programs has been collected and analysed. Differentiation strategies have been incorporated into new learning programs.</p> <p>Strategies for communication and collaboration in are evident across the board in DECV learning programs. (As per Engagement Section)</p> |
| | Year 4 | <p>Evaluate the DECV PM based on student and teacher feedback. Develop recommendations for the improvement of the pedagogical model and formation of the next strategic plan.</p> <p>Evaluate the use of program delivery support materials for teachers new to the school, year level or subject based.</p> <p>Evaluate the new approach to Discovery Learning.</p> <p>Evaluate the process of literacy and</p> | <p>The evaluation of DECV PM and Learning Program Success Criteria has been completed.</p> <p>Evaluation of program delivery support materials has been undertaken.</p> <p>Discovery Learning has been evaluated through feedback from students and teachers.</p> <p>Literacy and numeracy goal setting is</p> |

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| | <p>numeracy goal setting undertaken by SST with their student support students and their parents.</p> <p>Continue to implement and evaluate new learning program development cycle.</p> <p>Evaluate daily teaching practices in Scaffold (focus on agility and responsiveness) and provide recommendations for continuous improvement.</p> <p>Evaluate approaches for different cohorts to collaborate, communicate effectively and co-construct their learning.</p> <p>Teachers review adjusted score data for 2017, compare with baseline data (2010-2014), and reflect on their teaching and learning strategies.</p> <p>Improve satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments.</p> <p>Evaluate 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). Analyse the data that has been collected over the past</p> | <p>embedded in the SST process. The process is evaluated and recommendations for future improvements developed.</p> <p>Completion of evaluation process of new approach to Learning Program development.</p> <p>Evaluation of daily teaching practices using Scaffold has been completed.</p> <p>Recommendations for continuous improvement in the areas of collaboration, effective communication and co-construction of learning are drawn from the evaluation process.</p> <p>Adjusted score data for 2015-2018 has increased in each subject in comparison with baseline data (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 Unit 1 - above 70% Unit 2 - above 65% Unit 3 - above 80% Unit 4 - above 75%</p> <p>The process for tracking student progress through a comparison of mid-year and end of year AusVELS data while enrolled at DECV has been evaluated. AusVELS and standardised testing data has been collected and analysed over the past four years.</p> |
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| | | <p>four years.</p> <p>Analyse four year trend data for the number of students on Customised Learning programs. Evaluate differentiation strategies within learning programs that have been developed according to the DECV Pedagogical model.</p> <p>Reflect on and evaluate communication and collaboration strategies in DECV learning program. (As per Engagement Section)</p> | <p>Data about how many students are on Customised Learning programs over the four year period has been collected and analysed. Differentiation strategies which have been incorporated into new learning programs have been evaluated.</p> <p>Recommendations for improvement are drawn from the evaluation process. (As per Engagement Section)</p> |
| <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>Continue to develop activities and online classes that encourage the participation and engagement of students in their learning including opportunities for collaboration with teachers and peers.</p> <p>Further develop home / school a communication strategy which promote understanding of the school's approach to teaching and learning and online environment and explores ways of engaging and communicating with parents.</p> <p>Further develop feedback processes with students to improve engagement and outcomes</p> <p>Investigate the development of transitional programs linked to pathways into society.</p> | <p>Year 1</p> | <p>Increase the numbers of students that participate in the student voice leadership team and create an agenda that looks have students develop mechanisms to provide meaningful feedback to teachers</p> <p>Teachers critically evaluate their teaching against survey responses and student feedback (see above) in Learning Areas meetings and develop a repository of practices that has a demonstrated capacity to increase student engagement and student outcomes.</p> <p>All learning programs to have one collaborative task embedded with data analytics behind them that measures engagement outcomes</p> <p>Investigate and share tools and knowledge between teachers to teachers, teachers to students , students to students – increase opportunities for synchronous collaborative activities as well as asynchronous collaboratively</p> | <p>Increased participation / documented feedback to education committee / SV agenda and minutes reflect activity</p> <p>Increased participation in the SASS / increased school connectivity Validation processes are developed for embedded tasks and measures of effectiveness have been created.</p> <p>A bank of ICT collaborative tools is created. Collaborative tasks and opportunities are shared in the LMS / Best Practice Compendium and toolbox.</p> <p>Targeted Professional Learning opportunities are available to highlight the differences between collaboration and communication and are made available to all teachers, students and parents</p> |

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| | <p>Survey schools to obtain feedback from supervisors on the effectiveness of DECV learning materials being used – various / 11-12 / moderation btn schools</p> <p>Target schools using enrolment data and then roadshow DECV approaches and opportunities and run elluminate sessions for school based supervisors</p> <p>Increasing the number of information days, success with distance days, primary connect day, transition programs – careers website development and other programs etc and investigate 24/7 using webinars to answer questions, provide advice and track communications. Create opportunities for virtual attendance at events and stream all events that can be participated in by parents.</p> <p>Provide opportunities for teachers to meet in learning program teams to review teacher feedback requirements to ensure teachers are able 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 Plan and extend the reach of current DECV programs that address pathways and transitions and then follow up on student progress.</p> | <p>Create comprehensive survey metrics that can be tabulated to form base-line data Develop a variety of tools to gather feedback that enables DECV to create an effective communications plan.</p> <p>Calendared visits, feedback data and attendance in online sessions</p> <p>Increases in participation and satisfaction measures in the POS and database analytics demonstrate improvement. Increased opportunities for parents to engage with DECV. Webinar is used by parents and teachers Baseline data has been established – increase attendance – advanced database queries developed. virtual attendance data – hits on streaming sites</p> <p>Meetings are timetabled and outcomes minuted..</p> <p>Processes are in place to monitor implementation of weekly feedback.</p> <p>Implement Career Action Plan, Implement MIPs, data tracking to improve program effectiveness.</p> |
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| | <p>Develop analytics and metrics that closely monitor individual students</p> <p>Develop and deploy pathways guide and enrolment advisors at enrolment and early in the SMAPs process.</p> <p>Explore opportunities for increasing the number of skill-based excursions and developing partnerships with outside organisations. Increase the opportunities for students to gain work experience at year 10.</p> | <p>Increase in successful enrolments and therefor an increase in retention and decrease in avoidable withdrawn students.</p> <p>Deploy</p> <p>Increase in the number of partnerships Increase the number of successful work experience activities Increase in the number of skill based excursions Increase the number of participants.in skill based excursions</p> |
| Year 2 | <p>Increased face to face real time Interaction.</p> <p>Increased communication options for flexible delivery</p> | <p>A communication plan.</p> <p>A clear mission statement.</p> <p>Clear statement of aims and goals of what we want to achieve.</p> |
| Year 3 | <p>To have maximised the use of the LMS as a communications tool</p> <p>DECV profile amongst community – sharing / expertise</p> | <p>A strong student community / student body where the majority of student community utilises social media, student voice, videos, a student newsletter for real purpose.</p> |
| Year 4 | <p>DECV to have a strong presence, profile and reputation.</p> <p>Comprehensive and accurate records of student engagement.</p> | <p>Social media is Incorporate across the LMS.</p> <p>Database integration to promote group communications (not just class).</p> <p>Optimise student submission by easy access / useability.</p> |

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| <p>Wellbeing</p> <p>All DECV students will be confident and resilient learners.</p> | Year 1 | <p>Establish a steering group to plan a whole school approach to mental health and wellbeing using positive psychology and MindMatters and co-opt external expertise onto the steering group (e.g. Headspace, Origin, Melbourne University, social equity institute, etc.)</p> <p>Determine student and parent needs for forums (face to face/online) that will support the wellbeing of DECV students.</p> <p>Identify the diverse cohorts of DECV students and build teacher capacity to meet the diverse needs of these students (E.g. gifted and talented (G&T) Ballet/ Sports/ ASD etc.)</p> <p>Identify potential strategic partnerships with various mental health, wellbeing, family and social support agencies (E.g. headspace)</p> | <p>Steering group established</p> <p>Baseline data from relevant SASS, POS and SOS indicators collected.</p> <p>Other measures such as ACER student wellbeing survey considered.</p> <p>Factors that enhance success programs in other settings. (E.g. Geelong Grammar) researched/investigated.</p> <p>Whole school professional development to shift teacher attitudes and prepare for cultural change is delivered.</p> <p>Baseline data from relevant SASS and POS indicators collected.</p> <p>Student/parent community survey to identify priorities conducted.</p> <p>The diverse cohorts of DECV students are mapped.</p> <p>Cohort specific issues identified. Teacher capacity to deal with the diverse needs of these students (E.g. G&T/ Ballet/ Sports/ ASD etc.) discussed at joint sub school meeting.</p> <p>Potential strategic partnerships with various agencies considered and prioritised. Success criteria are developed.</p> |
| | Year 2 | <p>Implement a sustainable whole school approach to mental health and wellbeing using positive psychology and MindMatters</p> | <p>Positive psychology and MindMatters strategies/initiatives are implemented into some aspects of DECV operations (learning programs/pedagogical model/teacher, student & parent forums).</p> <p>Baseline data from relevant SASS, POS and SOS indicators monitored.</p> |

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| | | <p>Trial Student & Parent Forums (face to face/online) that will support the wellbeing of DECV students.</p> <p>Collect data on the diverse cohorts of DECV students and plan specific targeted programs to meet the diverse needs of these students (E.g. G&T/ Ballet/ Sports/ ASD etc.).</p> <p>Approach prioritised organisations for strategic partnerships with various mental health, wellbeing, family and social support agencies (E.g. headspace)</p> | <p>Student & Parent Forums (face to face/online) that support the wellbeing of DECV students are trialled and uploaded to online student and parent resources.</p> <p>Data on the diverse cohorts of DECV students collated and evaluated. Specific targeted programs to meet the diverse needs of these students (E.g. G&T / Ballet/ Sports/ ASD etc.) are planned.</p> <p>Strategic partnerships with various mental health, wellbeing, family and social support agencies (E.g. headspace) created.</p> |
| | Year 3 | <p>Continue embedding a whole school approach to mental health and wellbeing using positive psychology and MindMatters</p> <p>Further develop and refine Student & Parent Forums (face to face/online) that will support the wellbeing of DECV students.</p> <p>Trial specific targeted programs to meet the diverse needs of DECV students (E.g. G&T Ballet/ Sports/ ASD etc.)</p> <p>Develop strategic partnerships with various mental health, wellbeing, family and social support agencies (E.g. headspace)</p> | <p>Positive psychology and MindMatters strategies/initiatives embedded into the majority of aspects of DECV operations (learning programs/ pedagogical model/ teacher, student & parent forums).</p> <p>Student & Parent Forums (face to face/online) that support the wellbeing of DECV students are conducted and uploaded to online student and parent resources.</p> <p>Specific targeted programs to meet the diverse needs of DECV students (E.g. G&T/ Ballet/ Sports/ ASD etc.) are conducted and reviewed.</p> <p>MOUs with various mental health, wellbeing, family and social support agencies (E.g. headspace) entered into.</p> |

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| | Year 4 | <p>Evaluate the whole school approach to mental health and wellbeing using positive psychology and MindMatters</p> <p>Evaluate Student & parent Forums (face to face/online) that will support the wellbeing of DECV students.</p> <p>Evaluate specific targeted programs to meet the diverse needs of these students (E.g. G&T/ Ballet/ Sports/ ASD etc.)</p> <p>Review strategic partnerships with various mental health, wellbeing, family and social support agencies (E.g. headspace).</p> | <p>Positive psychology and MindMatters strategies/initiatives embedded into all aspect of DECV operations (learning programs/pedagogical model/teacher, student & parent forums). An evaluation of the whole school approach to mental health and wellbeing completed and a report containing future directions finalised.</p> <p>An evaluation of the Student & Parent Forums is completed.</p> <p>An evaluation of specific targeted programs to meet the diverse needs of student cohorts (E.g. G&T/ Ballet/ Sports/ ASD etc.) is completed.</p> <p>MOU with various mental health, wellbeing, family and social support agencies (E.g. headspace) reviewed and future partnerships recommended.</p> |
| <p>Productivity</p> <p>Review the Professional Learning processes to ensure alignment of individual Performance and Development plans and the Strategic Plan and subsequent Annual Implementation Plans.</p> <p>Provide opportunities for teachers to meet in learning program teams to review teacher feedback requirements to ensure teachers are able to provide feedback on all submissions within one week of receipt in 2016</p> <p>Create a part time teacher attendance policy</p> | <p>Year 1</p> <p>Year 2</p> | <p>Time is allocated for Learning Program teams to review requirements for teacher feedback</p> <p>Review the Professional Learning processes to ensure alignment of individual</p> <p>Alignment of Performance and Development plans and the Strategic Plan and subsequent Annual Implementation Plans.</p> <p>Develop measurement tools for the rate of return of teacher feedback</p> | <p>A meeting schedule is developed; a team is established</p> <p>Professional learning sessions for teachers are conducted</p> <p>All teacher P&D plans are in alignment with the Strategic Plan and AIP</p> <p>Leadership structure is reshaped against the needs of the Strategic Plan</p> <p>Assessment and feedback to teachers on return rate of student work</p> |

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| <p>Investigate analytics tools in the LMS to monitor student achievement and student engagement</p> <p>Establish webstreaming/ teacher observation infrastructure</p> <p>Develop an ICT plan to support student learning</p> | | <p>Assess the effectiveness of the productivity measures in year 1</p> <p>Allocation of resources (human and financial) to respond to the needs of the Strategic Plan</p> | <p>All performance and development plans include meeting the benchmark of return of all student work within one week of receipt</p> <p>Allocation of resources aligned to Plan</p> |
| | Year 3 | Evaluate the effective allocation of resources (human and financial) to respond to the needs of the Strategic Plan | Strategic Plan goals are resourced according to needs indicated in the evaluation |
| | Year 4 | Evaluate the effective allocation of resources (human and financial) to respond to the needs of the Strategic Plan | Achievement of Strategic Goals |