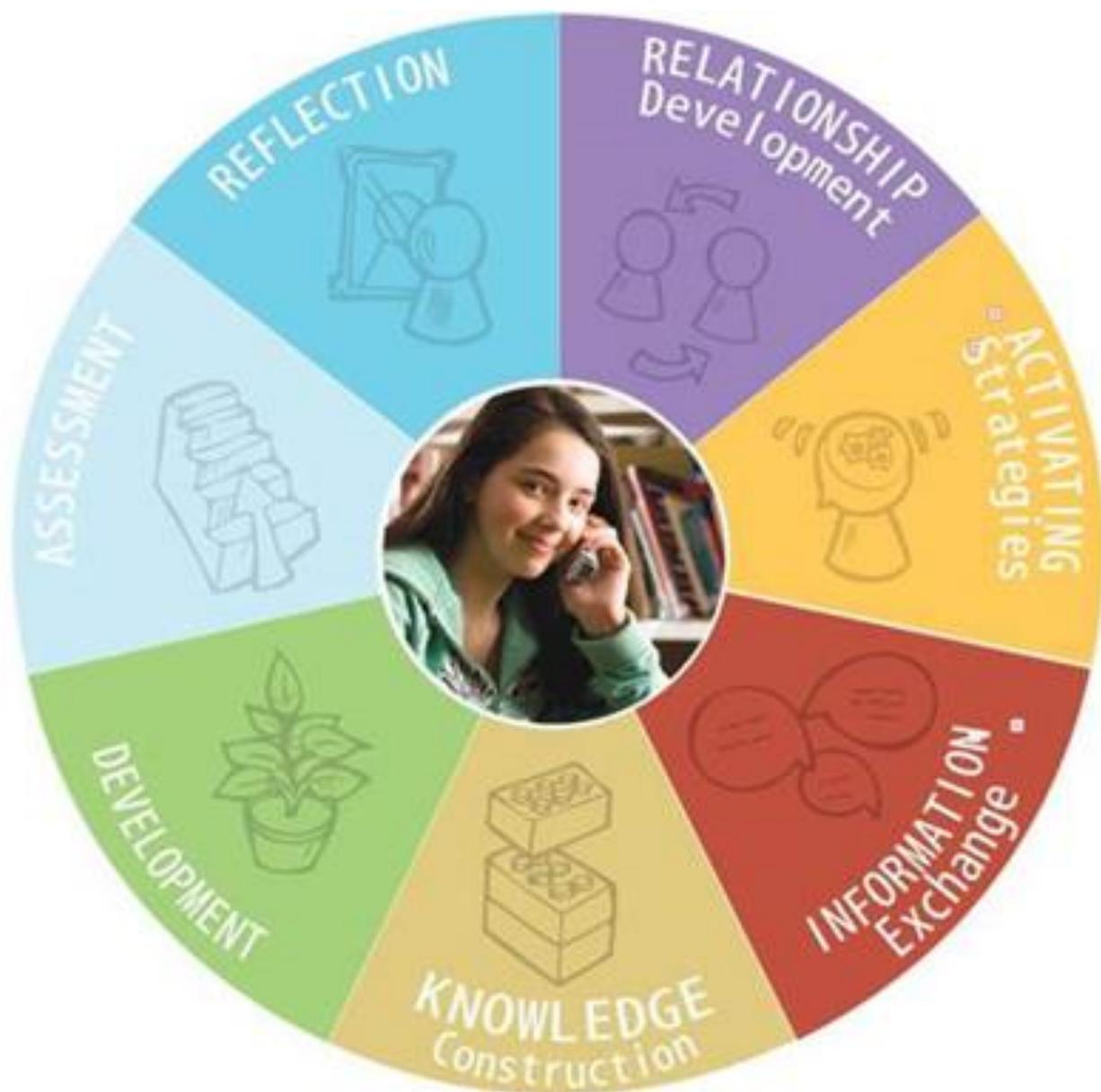


# 2018 Annual Implementation Plan for improving student outcomes

Distance Education Centre Victoria (6261)



## DECV's Pedagogical Model

Bretton New, Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Simon Milligan Advisory Board Chair

# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

<p>Excellence in teaching and learning</p>	<p>Building practice excellence</p>	<p>Evolving: DECV has clear goals and targets through the Strategic Plan and Annual Implementation Plan. Teachers have a shared focus for improvement in student outcomes and the Collaborative Learning Team (CLTS) structure allows teachers to work collaboratively to review and develop their practice.</p> <p>The formalisation of Teaching Teams, distinct from CLTs, provides a clear line of sight to teaching and learning in classrooms allowing Teams to monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teaching Team will implement documented and agreed approaches to data collection, analysis and evaluation.</p> <p>DECV has developed a pedagogical model for online learning, the first school do achieve this. The focus has been on embedding the model in the teaching and learning program.</p> <p>The auditing of teacher capacity against the pedagogical model informs the focus of the DECV Professional Learning program for improved teacher practice.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	<p>Curriculum planning and assessment</p>	<p>Evolving: the domain is closely aligned to work in the building practice excellence domain. The implementation of the DECV Pedagogical model and the <i>Quality Assurance Framework for Online Learning</i> has been a focus of our work in developing excellence in teaching and learning.</p> <p>There has been the development and implementation of an extensive professional learning program, with a specific focus on the maximum course writers.</p> <p>At the end of 2017 DECV teachers have re-written 100 of our 137 courses to the Victorian Curriculum or re-accredited VCE Studies. The documented online courses at DECV would be amongst the most comprehensive in the state.</p> <p>School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning.</p> <p>From 2018 there will be an enhanced schedule for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment.</p> <p>An annual assessment schedule is implemented at DECV and in 2017 a major review of the reporting process was undertaken and a new system in place for 2018. The school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement</p> <p>Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	<p>Evidence-based high-impact teaching strategies</p>	<p>Evolving: Teachers at DECV know that every learner is capable of making progress and clearly communicate this to all students. The 100 new courses developed over 2016 and 2017 have integrated what we best know of learning in the online environment. The integration of discipline content and pedagogy, multimedia and interactive applications; along with direct access to third party tools and programs and the internet ensure the course is challenging but also accessible. A key aspect of the work at DECV is the scaffold of student learning and the implementation of personalised and customised learning programs.</p> <p>Staff survey data suggests that DECV teachers are committed to improving their practice and actively seek feedback and support from each other. The ongoing CLT program provides opportunities for teachers to observe and discuss best practice teaching. DECV teachers are developing a shared language to describe agreed high-impact teaching strategies, teachers select, and trial agreed new strategies in their own online classrooms.</p> <p>Improving teacher practice through CLTs is a mandated component of the annual Teacher Performance and Development Program.</p> <p>As DECV teachers challenge and support each other in building and refining skills there will be less variation in quality and greater consistency in practice, ensuring improved learning outcomes for all students.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	Evaluating impact on learning	<p>Evolving: DECV teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. A focus of Teaching Teams in 2018 will be the establishment of processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. This will include analysis of assessment data and monitoring students' learning as part of regular lesson planning and review. The implications for future lesson planning including curriculum content and pedagogical approaches will be identified.</p> <p>Students submit work online on a weekly basis. Teachers then provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

<b>Professional leadership</b>	<b>Building leadership teams</b>	<p>Evolving: The DECV leadership team applies understanding of current research and student data to plan and implement school improvement. The leadership team provides clear and explicit direction and support for the School Improvement Team's (Education Committee) activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP. The school provides opportunities for aspirant leaders to build their capabilities in school improvement. The DECV leadership team is regularly involved in professional learning with the staff including formal, structured professional learning as well as informal discussions, coaching and mentoring. A whole-school professional learning strategy aligns individual learning plans with school goals.</p> <p>Where appropriate Leading Teacher roles and responsibilities include facilitating the school professional learning program.</p> <p>The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.</p> <p>Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	Instructional and shared leadership	<p>Embedding: the broader leadership team use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently.</p> <p>Leaders are largely seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others. Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs.</p> <p>The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals.</p> <p>School leaders lead staff teams to share progress and challenges of the Performance and Development Program. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.</p> <p>The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents.</p> <p>The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	<p>Strategic resource management</p>	<p>Embedding: The DECV principal demonstrates an understanding of the school's context and readiness for change to implement improvement initiatives. The principal uses improvement strategies appropriate to the nature of change. His work within the Community of Practice informs his thinking and planning.</p> <p>The principal, in collaboration with the business manager and Advisory Board, uses school and local data for strategic planning and accountability.</p> <p>There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p> <p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP.</p> <p>The leadership structure at DECV ensures clear alignment of responsibilities for school improvement with leadership roles.</p> <p>The principal strategically invests in professional learning that supports school improvement priorities and goals. Staff Survey data suggest the principal is seen as an instructional leader connecting teacher needs to school strategic planning.</p> <p>Beginning and new teachers are supported to understand and contribute to the school culture of high expectations and their feedback informs the review of the induction processes.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	Vision, values and culture	<p>Evolving: In the second half of 2017 the DECV leaders commenced work with staff to refine the development of the school vision and values. These, together with school performance data, will be a guide to developing a set of clear goals for student learning into the future.</p> <p>Into 2018 the leadership team will continue to engage with teachers in developing a shared vision for school improvement. They will work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals.</p> <p>The DECV leadership will continue to communicate the school's vision and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision.</p> <p>Through the development of the <i>Global Values at DECV</i> program to be implemented in early 2018 that school values clearly underpin the work of DECV will be evident.</p> <p>The leadership team has and will continue to use a collaborative approach to develop a shared vision for the school as is evident in the <i>Global Values at DECV</i> program. Through parent forums at Orientation Days, Connect With Distance Days and online forums the opportunity for members of the school community to have a voice and use the school's values to enhance student connectedness to the school is demonstrated.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

<p>Positive climate for learning</p>	<p>Empowering students and building school pride</p>	<p>Evolving: DECV ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. The enhanced <i>Student Voice Program</i> in 2017 provided the opportunity for authentic student voice to enhance the quality of relationships and to inform teacher practice. The <i>My Teacher Survey</i> was a genuine but ultimately an unsuccessful attempt to do more in this area.</p> <p>Teachers and students set individual learning goals together and teachers help students to identify their progress. Through the Learning Advisor initiative teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems.</p> <p>The school demonstrates values and attitudes that support student leadership; <i>Student Voice</i> and the <i>Advance Leadership Program</i> are exemplary examples. As much as is possible in a virtual schools DECV provides regular opportunities for sharing and celebrating student and school achievements building pride and connectedness.</p> <p>Student Attitude to School Survey data suggests DECV students demonstrate a sense of enjoyment in learning online; they regard their teachers positively and feel they are taught in an engaging way.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

<p>Setting expectations and promoting inclusion</p>	<p>Embedding: over 1000 students of an annual enrolment of around 4500 are unable to attend a regular school. DECV educates some of the most vulnerable young people in the state.</p> <p>Evidence-based, high impact teaching practices are used consistently to engage students in their learning and ensure access and success.</p> <p>Students are set meaningful learning goals and these are monitored and assessed. Where appropriate Learning Advisors ensure aspirational goals are discussed and developed for their LAd students. The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour.</p> <p>Collected data shows evidence of improved learning outcomes resulting from an environment where student well-being and safety is prioritized and actively promoted, especially for those students in the medical – social/emotional enrolment category.</p> <p>Wellbeing and engagement strategies are evidence based and sufficiently flexible to support all DECV students. The school collaborates with parents/carers and students to develop and implement these consistently.</p> <p>Feedback suggests classes provide safe and welcoming learning environments in which students respect and value on-task learning.</p>
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# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	Health and wellbeing	<p>Embedding: as DECV has the highest enrolment of medical – social/emotional students in the state the school’s health, wellbeing, inclusion and engagement programs and policies are continually under review. A significant development in or work over the last years has been with families and community groups to develop students’ social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p> <p>Staff have consistent understandings and regular engagement with the school’s health, wellbeing, inclusion and engagement policy, particularly in their role as a Learning Advisor. Through Lads DECV ensures that each student has at least one ongoing relationship with a member of staff.</p> <p>An increased number of staff are trained to recognize indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behavior.</p>
	Intellectual engagement and self-awareness	<p>Evolving: The school communicates high expectations about all aspects of schooling at DECV. Teachers and students set individual learning goals together and teachers help students see their progress.</p> <p>Where appropriate DECV teachers introduce students to differentiated learning strategies that may be applied to complete a range of problems.</p> <p>Both Lads and subject teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. A focus of recent professional learning has been to develop teacher capacity in supporting students to adopt a growth mindset.</p> <p>The CLT program continues to evolve through the provision of resources to build teachers’ capability in student assessment and targeted teaching, differentiated lesson plans and assessments to cater for different levels of ability and interests.</p>

# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

Community engagement in learning	Building communities	<p>Evolving: an identified need being addressed as a priority is for DECV to better provide opportunities for parent/carer/supervisor participation in the operations of the school. The establishment in 2017 of the Family School Action Group is a key initiative in this area.</p> <p>Feedback suggests that there is general satisfaction with inclusive school policies, programs and practices developed to build mutual trust and respect between DECV and our families. The school regularly collects feedback from students, parents and staff through the annual survey cycle to evaluate program effectiveness.</p> <p>Priority work over the last two years has been to better collaborate with DET central and regions and with community partners to plan clear goals, roles and responsibilities, focused on student learning and wellbeing.</p> <p>The evolving DECV Liaison Officer role across each of the 17 educational areas of the DET is resulting in better communication to share information and resources to promote positive health in all students and to specifically support the health needs of individual students including those who are most vulnerable and disadvantaged</p>
	Global citizenship	<p>Emerging: where appropriate within the disciplines, <i>DECVOnline</i> courses includes a focus on developing student interest in the world and understanding the ways people depend on each other. There are programs which focus on learning about cultural understandings and practices, the relationship between humans, living things and the natural environment.</p> <p>At DECV Students are taught to respect diversity and there is an emphasis on universal values such as respect, inclusion and acceptance. The school encourages students to become responsible local and global citizens.</p> <p>LADs and subject teachers focus on building and maintaining positive and trusting relationships. The school supports students to develop communication, team building and leadership skills through programs such as <i>Student Voice</i> and the <i>Advance Leadership Program</i>.</p> <p>In the re-writing of the <i>DECVOnline</i> courses over 2015 – 2017 there has been a focus on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment.</p>

# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

	<p>Networks with schools, services and agencies</p>	<p>Evolving: As the very special needs of an ever increasing student cohort DECV has commenced exploring opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organizations, to provide additional health and wellbeing support and learning opportunities for students.</p> <p>The ground work has been completed for DECV to better work with specialist services involved with individual children who have significant health or learning issues. The approach to supporting student wellbeing is readily communicated to parents/carers.</p> <p>DECV is increasingly taking up opportunities to engage with other schools and community organisations that offer support to individual students in their learning.</p>
	<p>Parents and carers as partners</p>	<p>Evolving: Staff survey data would suggest a somewhat ambivalent attitude to parental involvement at DECV. Staff do ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Increasingly parents/carers are encouraged to participate in and contribute to school activities. Increasingly too our periodical review of existing school policies, practices and procedures, is undertaken in consultation with parents/carers and students.</p> <p>DECV has clear processes for responding to parent concerns and practice suggests that these are well understood by parents/carers</p> <p>In relation to parent involvement in student learning DECV is well into the embedding phase of the domain. Half of the DECV parents/carers are supervisors of their children’s learning program. The school works closely with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they can support these goals as well as providing resources and activities for parents/carers to use to support their child’s progress.</p> <p>Teachers regularly contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students’ learning needs.</p>

# Self-evaluation Summary - 2018

Distance Education Centre Victoria (6261)

<b>Enter your reflective comments</b>	<p>Evaluation against the <i>Framework for Improving Student Outcomes (FISO) Continua of Practice</i> was undertaken at various stages of the year by the DECV Education Committee which operates as the (FISO) School Improvement Team at DECV.</p> <p>A broader team evaluation at the end of 2017 was undertaken. The work at DECV over the past years has been specifically focused on developing excellence in teaching and learning with a corresponding focus on developing a positive climate for learning and the health and wellbeing of students, in the context of a rapidly changing student cohort.</p> <p>While there is a deep understanding of the overlap between the dimensions and acknowledgement of the absolute strategic need to focus on a two of the continua relevant to the task, there is also a sense of frustration at the perceived lack of progress against the continua. While aspects of all have come into play, evaluation against the descriptors underplays the significant advances in aspects of each.</p>
<b>Considerations for 2019</b>	<p>During Semester 2 2018 DECV will undergo a School Review of the Strategic Plan 2015 – 2018. A new Strategic Plan 2019 – 2022 will be written during the Review process, informed by the School Self-Evaluation and evaluation of the domains against the <i>Framework for Improving Student Outcomes (FISO) Continua of Practice</i>.</p>
<b>Documents that support this plan</b>	<p><a href="#">Documents\Pedagogy Work Plan December 2017.docx</a></p> <p><a href="#">Documents\Sem 2 Review Engagement Working Party.docx</a></p> <p><a href="#">Documents\Student Participation data summary 2015-2017.docx</a></p> <p><a href="#">Documents\Student Voice Work Plan December Final Review 2017.docx</a></p> <p><a href="#">Documents\Wellbeing Work Plan December evaluation 2017.docx</a></p> <p><a href="#">Data\Engagement SASS December 2017.docx</a></p> <p><a href="#">Data\Semester 1 and 2 2017.docx</a></p> <p><a href="#">Data\VCE Results 2017.docx</a></p> <p><a href="#">Data\Baseline Achievement Data.docx</a></p> <p><a href="#">Data\Adjusted Scores 2017.docx</a></p>

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Distance Education Centre Victoria (6261)

Four Year Strategic Goals	Four Year Strategic Targets	12 month targets as defined from the Strategic Plan:	Is this selected for focus this year?
<p>(1) All Distance Education Centre Victoria students will be creative and curious learners, critical thinkers, make significant progress regardless of their starting point and achieve high standards of literacy and numeracy.</p> <p>(2) All Distance Education Centre Victorian students will be motivated and engaged learners</p> <p>(3) All Distance Education Centre Victoria students will be confident and resilient learners</p>	<p>(1) 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>(2) Each Year 12 Study to increase their adjusted score relative to base-line data averaged over 2010-2014.</p> <p>(3) By 2018 to achieve the following satisfactory completion rates for each Unit (VCE and VCAL) based on the initial number of enrolments: Unit 1 - above 70%; Unit 2 - above 65%; Unit 3 - above 80% and Unit 4 - above 75% .</p> <p>(4) Students have the literacy and numeracy skills to successfully achieve the expected standard in all subjects in their Learning Program.</p> <p>(5) As measured by the Student Attitude to School Survey, 5% increase on 2013 data in each of the following areas: Connectedness to peers, Connectedness to school; Resilience to peers, Connectedness to school; Resilience to peers, Connectedness to school;</p> <p>(6) As measured by the Student Attitude to School Survey, 5% increase on 2013 data in each of the following areas: Stimulating Learning; Student Motivation; Learning</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>Literacy and numeracy goal setting is 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 Four Year Targets are considered relevant for 2018 as this is the final year of the current Strategic Plan.</p> <p>To note however is it has been clear from early implementation of the Plan that the targets were not well devised in the context of the work to be undertaken implementing a new LMS, the rapidly changing annual student cohort and the absence of processes and applications to collect and collate relevant data from the DECV Database.</p> <p><b>FISO initiative</b></p> <p>Building practice excellence</p>

	<p>Confidence; Connectedness to peers; Connectedness to school</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> <p>Data about how many students are on Customised Learning programs over the four year period has been collected and analysed.</p> <p>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>	
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## Improvement Initiatives Rationale

Distance Education Centre Victoria participated in a Peer Review during October – December 2014. The Review Panel’s recommended that the central themes of the School Strategic Plan 2015-2018 should be: collaboration, communication and online learning to improve student outcomes and for teachers and students to become active learners. The Strategic Plan commenced implementation in 2015. Mid-year and end of year evaluations against the identified key improvement strategies and year one targets indicated that DECV had achieved the identified outcomes as outlined in the 2015 AIP and related Work Plans. During 2015 DECV also began building a new moodle based Scaffold Learning Management System (now called *DECVOnline*) to be fully operational from February 2016. What we found into late 2015 and early 2016 was that the level of resourcing (human, financial, time) required for the development of *DECVOnline*, the associated course development and the required *DECVOnline* professional support and learning program had been seriously under estimated in the drafting of the Strategic Plan. What became apparent in the evaluation of our data over 2015 and 2016 was that the attainment of the strategic goals across achievement, engagement, wellbeing and productivity through the implementation of the key improvement strategies required an explicit focus on a new pedagogical model and the wellbeing of students in the context of a health promoting school framework. This continues into 2017. Our focus, also informed by an evaluation of our work against the *Continuum for School Improvement* and the greater elaboration of the improvement model dimensions, is excellence in teaching and learning – building practice excellence and positive climate for learning – health and wellbeing.

<b>Goal</b>	All Distance Education Centre Victoria students will be creative and curious learners, critical thinkers, make significant progress regardless of their starting point and achieve high standards of literacy and numeracy.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	<ol style="list-style-type: none"><li>1. Build staff capacity in pedagogical practices to support individual student progress in the online environment</li><li>2. Develop a common understanding and implement a consistent approach to effective teaching and learning in an online learning environment</li></ol>

## Define Evidence of Impact and Activities and Milestones - 2018

Distance Education Centre Victoria (6261)

<b>Goal</b>	All Distance Education Centre Victoria students will be creative and curious learners, critical thinkers, make significant progress regardless of their starting point and achieve high standards of literacy and numeracy.
<b>12 month target</b>	As noted above and taken from the year 4 Achievement Milestones DECV Strategic Plan 2015 – 2018
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	<ol style="list-style-type: none"> <li>1. Build staff capacity in pedagogical practices to support individual student progress in the online environment</li> <li>2. Develop a common understanding and implement a consistent approach to effective teaching and learning in an online learning environment</li> </ol>
<b>Action</b>	Implement the DECV Pedagogical model for online learning as the framework for purposeful collaboration in Teaching Teams and Collaborative Learning Teams consistent teaching and learning.
<b>Evidence of impact</b>	<p>Students:</p> <p>will have increased engagement with and completion of subjects comparative to 2017 data and feedback            (Foundation to Year 10) will progress on the developmental continuum relevant to their initial assessment on enrolment or to the goals established in their Customized Learning Program            (at VCE) will satisfactorily complete their program comparative to 2017 VCE data</p> <p>Teachers will:</p> <p>use audit/evidence of their practice to identify gaps in their mastery in the online teaching and learning environment and have undertaken appropriate professional learning through their 2018 Performance and Development Program Plan            participate fully in Teaching Teams and Collaborative Learning Teams over 2018 to develop scaffolded learning programs to build student knowledge and skills, demonstrate their understanding(s) and apply new learning</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
(in the context of the implementation of the <i>Victorian Government Schools Agreement 2017</i> ) establish, as much as is possible within anticipated resources, a permanent workforce at DECV from the commencement of the 2018 school year	Bretton New Principal	No	November 2017 – March 2019	Anticipated at 3.2 million against the 2018 indicative SRP budget
Review the roles in the teaching and learning leadership team	Bretton New Principal Fiona Webster Assistant Principal Martin Jorgenson Digital Learning Leader John Bartley Digital Learning Leader	Yes	December 2017	N/A
Establish three new roles within the Teaching and Learning Coaches Team: Leading Teacher Teaching and Learning Coach – Data Manager; Learning Specialist – asynchronous online learning; Learning Specialist – synchronous online learning	Bretton New Principal and Selection Panels of Assistant Principals and appropriate Leading Teachers	Yes	December 2017 - February 2018	Anticipated at \$350,000 against 2018 indicative budget
Evaluation of practice against the <i>FISO Continua of Practice for School Improvement 2017</i>	Executive Leadership Team Combined School Leadership Education Committee (School Improvement Team)	Yes	December 2017 – February 2019	N/A
Establish and implement Teaching Teams: Teaching Teams Protocols and Practice Principals Establish Teaching Teams against year level and subject allotments Document Teaching Teams schedule	Fiona Webster Assistant Principal Teaching and Learning Teaching and Learning Coaches	Yes	Term 1 2018	Absorbed within the 30 hours teaching and 8 hours additional time in <i>VGSA 2017</i>
Establish Collaborative Learning Teams	Executive Leadership Team Combined School Leadership	Yes	Term 1 2018 for implementation term 2	Absorbed within the 8 hours additional time in <i>VGSA 2017</i>

Participate in and complete the DET's Victorian Professional Learning Communities initiative	Bretton New Principal Fiona Webster Assistant Principal Teaching and Learning Malcolm McIver Assistant Principal Engagement and Wellbeing Teaching and Learning Coaches	Yes	Intake 3 2018 August – November	Absorbed within Teaching Team, Collaborative Learning Team and Professional learning Program Budgets
Implement the <i>Global Values at DECV</i> workshop program	Bretton New Principal Joe Corbett Educational Consultant	Yes	Eight weekly workshops Term 1 2018	\$3500
Audit teacher capabilities: (a) Synchronous Online Learning (b) Asynchronous Online Learning (c) Teaching and Learning in the Online Environment Quality Assurance Framework (d) Data Literacy	John Bartley Digital Learning Leader Martin Jorgenson Digital Learning Leader Nick Irvine Learning Specialist – synchronous online learning Katrin Pierce Learning Specialist – asynchronous online learning Terri Runciman Leading Teacher Teaching and Learning Coach – Data Manager	Yes	Term 1 2018	Absorbed within Leading Teacher and Learning Specialist roles
(Specifically) align the Strategic Plan 2015 -2018 and Annual Implementation Plan 2018 with the 2018 Performance and Development Program	Bretton New Principal P&DP Reviewers	Yes	February – April 2018	
Implement the 2018 Professional Learning Plan	John Bartley Digital Learning Leader Martin Jorgenson Digital Learning Leader Nick Irvine Learning Specialist – synchronous online learning Katrin Pierce Learning Specialist – asynchronous online learning	Yes	2018 school year	\$75,000

	Terri Runciman Leading Teacher Teaching and Learning Coach – Data Manager			
Implement Professional Practice Days, specific to school priorities AIP 2018, as per <i>VGSA 2017</i>	Bretton New Principal term 1 John Voglis Leading Teacher Human Resources & School Organization terms 2 – 4	Yes	2018 school year	600 days at \$390 per day: \$234,000
Investigate and recommend a range of inclusion tools to improve accessibility within <i>DECVOnline</i> for students with disabilities and/or learning difficulties (e.g. vision impairments, auditory processing disorder etc.).	Curriculum for Vulnerable Children Working Party Education Committee	Yes	Terms 1 -3 2018	\$5000
Audit the Victorian Curriculum F-10 to determine its suitability for students with disabilities and/or learning difficulties and make recommendations for curriculum development in 2019 that includes new and/or improved programs to better meet these student’s needs.	Curriculum for Vulnerable Children Working Party Education Committee	Yes	Terms 1 -3 2018	\$5000
Complete the current four year Course Development Cycle	Fiona Webster Assistant Principal Teaching and Learning John Bartley Digital Learning Leader Martin Jorgenson Digital Learning Leader Teaching and Learning Coaches	Yes	Term 1 2018 – term 1 2019	1.6 million
Implement the reviewed assessment and reporting process Foundation – Year 10	Fiona Webster Assistant Principal Teaching and Learning Reporting Working Party, Education Committee	Yes	Week 8, 16, 24 and 32 2018	N/A

## Professional Learning and Development Plan - 2018

Distance Education Centre Victoria (6261)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Mastery – asynchronous online learning tools	Katrin Pierce Learning Specialist – asynchronous online learning	Terms 2 – 4 2018	Audit of individual capabilities and development of individual Professional Learning Program One on One tuition Action Research Peer Observation and Instruction (DECV developed) Online Professional Learning Resource Suite DECV Professional Learning Program	Through: Collaborative Learning Teams Teaching Teams Staff Meetings Structured Professional Learning Program, DECV Professional Learning Centre	Internal: Digital Learning Leaders Learning Specialists Teaching and Learning Coaches Individual teacher expertise Technical Support Team	All DECV professional learning is conducted in house with the exception of subject specific PD as it relates to VCE Studies and DET
Mastery – synchronous online learning tools	Nick Irvine Learning Specialist – synchronous online learning	Terms 2 – 4 2018	Audit of individual capabilities and development of individual Professional Learning Program One on One tuition Action Research Peer Observation and Instruction (DECV developed) Online Professional Learning Resource Suite DECV Professional Learning Program	Through: Collaborative Learning Teams Teaching Teams Staff Meetings Structured Professional learning Program, DECV Professional Learning Centre	Internal: Digital Learning Leaders Learning Specialists Teaching and Learning Coaches Individual teacher expertise Technical Support Team	priorities F-10

Data Literacy	Terri Runciman Leading Teacher Teaching and Learning Coach Data Manager	Terms 2 – 4 2018	Audit of individual capabilities and development of individual Professional Learning Program One on One tuition Action Research Peer Observation and Instruction (DECV developed) Online Professional Learning Resource Suite DECV Professional Learning Program	Through: Collaborative Learning Teams Teaching Teams Staff Meetings Structured Professional Learning Program, DECV Professional Learning Centre	Internal: Teaching and Learning Coaches Individual teacher expertise	
Maximum Course Development Program	John Bartley Digital Learning Leader Martin Jorgenson Digital Learning Leader	December 2017 – February 2019	Professional Learning Online Resource Suite DECV Professional Learning Program for Maximum Developers	Structured Professional Learning Program, DECV Professional Learning Centre	Internal: Digital learning Leaders	
<i>DECVOnline</i> Professional Learning Program	John Bartley Digital Learning Leader Martin Jorgenson Digital Learning Leader	2018 school year	Professional Learning Online Resource Suite DECV Professional Learning Program One on One tuition	Structured Professional Learning Program, DECV Professional Learning Centre Wednesday and Friday through bookings or drop-in	Internal: Digital learning Leaders	

## Documents that support the plan

Refer to documents listed on page 14