2024 Annual Implementation Plan

for improving student outcomes

Victorian School Of Languages (6359)

Submitted for review by Judith Benney (School Principal) on 05 February, 2024 at 01:03 PM
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Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Optimise every students' learning growth in Languages.	Yes	Victorian Curriculum: By 2027, the percentage of Year 1 to Year 10 students making at or above expected progress on the VSL Languages learning continuum to exceed the 2024 baseline result by 5 per cent.	Baseline to be established in 2024
		School Staff Survey: By 2027, increase the positive endorsement by staff for the factors of: • Instructional leadership from 30 per cent in 2022 to 35 per cent • Staff trust in colleagues from 65 per cent in 2022 to 70 per cent • Collective efficacy from 65 per cent in 2022 to 70 per cent • Guaranteed and viable curriculum from 67 per cent in 2022 to 72 per cent • Monitoring effectiveness of using data from 49 per cent in 2022 to 54 per cent • Moderate assessment tasks together from 71 per cent in 2022 to 76 per cent.	In the School Staff Survey (SSS) Increase the positive endorsement for:Instructional Leadership : from 26% (2023) - 29% (2024)Trust in colleagues: from 68% (2023) - 69% (2024)Collective Efficacy: from 68% (2023) - 69% (2024)Guaranteed & viable curriculum: from 53% (2023) - 58% (2024)Monitoring effectiveness using data : from 39% (2023) - 42% (2024)Moderate assessment tasks together: from 61% (2023) - 66% (2024)

		Note: VSL centre staff who are not able to access the SSS to complete a school-based generated annual survey for the module and factors in this target.	
		Student Perception Survey: By 2027, Years 5,7,9 and 11 students' mean score to improve for the questions: 3.1: In our class we do different work depending on our interests and abilities for the VSL centres from 2.0 in 2022 to 2.2. 3.2: In our class we do different types of activities to help us learn in different ways: - VSL centres from 2.2 in 2022 to 2.5 - Distance Education from 2.0 in 2022 to 2.2. Note: the school collated data used a 4 point scale for the VSL centre students, compared to a 5 point scale for the DE students.	3.1: Centres: 2.0 (2022) to 2.1 (2024)3.2: Centres: 2.2 (2022) to 2.3 (2024) Distance Education 2.0 (2022) to 2.15 point scale across Centers and Distance Education from 2023
Improved student engagement in language learning.	Yes	Student Perception Survey: By 2027, Years 5,7,9 and 11 students' mean score to improve for the questions: 2.1: The teacher encourages us to make decisions about our work and to take responsibility for our learning: - Distance Education from 1.4 in 2022 to 2.2. 2.2: We often work together in groups to complete tasks: - VSL centres from 1.9 in 2022 to 2.2 - Distance Education from 1.7 in 2022 to 2.2. 6.1: My learning is sometimes linked to current events and issues involving real people such as those reported in the media: - VSL centres from 1.9 in 2022 to 2.2 - Distance Education from 2.1 in 2022 to 2.2. 6.2: I sometimes work on projects that link me to people and places outside the school. e.g., online collaborative projects, competitions, seminars: - VSL centres from 1.8 in 2022 to 2.2 - Distance Education from 1.8 in 2022 to 2.2.	Student perception survey for years 5,7,9 and 11: using 5 point scale across Centers and Distance Education from 2023Mean scores to improve for the questions:The teacher encourages us to make decisions about our work and to take responsibility for our learning:Distance Education from 1.4 (2022) to 1.6 (2024)2.2 We often work together in groups to complete tasks: Centres from 1.9 (2022) to 2.0 (2024) Distance Education from 1.7 (2022) to 1.9 (2024)6.1 My learning is sometimes linked to current events and issues involving real people such as those reported in the media:Centres from 1.9 (2022) to 2.0 (2024) Distance Education from 2.1 (2022) to 2.2 (2024)6.2 I sometimes work on projects that link me to people and places outside the school. e.g., online collaborative projects, competitions, seminars: Centres from 1.9

		Note: the school collated data used a 4 point scale for the VSL centre students, compared to a 5 point scale for the DE students.	(2022) to 2.0 (2024) Distance Education from 2.1 (2022) to 2.2 (2024)
		Student attendance: By 2027, improve students attendance in their language lessons by: • VSL centres: the percentage of students who attended language lessons to improve by 5 per cent from the 2024 baseline data • DE: the percentage of students who either attended their oral language session or uploaded required work tasks in a week, therefore deemed present, to improve by 5 per cent from the 2024 baseline data. Note: This data will be collated using a commercial school management system being implemented in 2023.	Baseline data collection will occur for attendance in 2024 for Centres and Distance Education
		School Staff Survey: By 2027, improve the percentage of positive endorsement for the factors of: • Use of student feedback to inform practice from 51 per cent in 2022 (SS 58%) to 56 per cent • Use of student feedback to inform practice from 51 per cent in 2022 (SS 58%) to 56 per cent • Understand formative assessment from 69 per cent in 2022 (SS 72%) to 74 per cent. By 2027, improve average positive endorsement for the 2022 Factor group Teaching and Learning Implementation module for: • DE staff from 56 per cent in 2022 to 61 per cent • VSL centres from the 2023 baseline data by 5 per cent. Note: VSL centre staff who are not able to access the SSS to complete a school-based generated annual survey for the module and factors in this target.	School Staff Survey:By 2024, improve the percentage of positive endorsement for the factors of:Use of feedback: 57% (2023) to 58% (2024)Understand formative assessment : 61% (2023) to 65% (2024)Teaching & Learning: Distance Education 51% (2023) to 55%Centres: Improve from 2023 baseline data by 2% in 2024 Use of feedback: 57% (2023) to 58% (2024)Understand formative assessment : 61% (2023) to 65% (2024)Teaching & Learning: Distance Education 51% (2023) to 55%Centres: Improve from 2023 baseline data by 2% in 2024
Optimise VSL resources to improve the delivery of quality language instruction.	Yes	VSL PRSE Questionnaire: By 2027, improve the percentage of positive endorsement for students, staff and parents for the questions:	VSL Questionnaire:By 2024, improve the percentage of positive endorsement for students, staff and parents for the

			• The modes of language delivery at the VSL address community needs, from 83 per cent in 2023 to 88 per cent. • The organisations structure of the VSL best meets the needs of students and communities, from 73 per cent in 2023 to 78 per cent. • VSL language teachers support the learning and wellbeing needs of their students, to match or exceed the 84 per cent positive endorsement in 2023. • The allocated time for VSL programs provides opportunity to address the learning and wellbeing needs of students, from 72 per cent in 2023 to 77 per cent. • Students with diverse learning and wellbeing needs are well supported at the VSL, from 65 per cent in 2023 to 70 per cent. Note: The VSL PRSE Questionnaire is a school generated survey that was administered in Term 3, 2023, using 5 point scale responses to gain feedback from students, staff, school council and parents.	questions:The modes of language delivery at the VSL address community needs:: Increase from 83%(2023) to 85%The organisational structure of the VSL best meets the needs of students and communities, : increase from 73%(2023) to 75%The allocated time for VSL programs provides opportunity to address the learning and wellbeing needs of students, Increase from 72%(2023) to 74%Students with diverse learning and wellbeing needs are well supported at the VSL from 65%(2023) to 67%
			By 2027, improve the positive endorsement by parents, as measured in a school developed Parent Opinion Survey, by 5 per cent from the 2023 baseline score. Note: The school will develop and implement a school based Parent Opinion Survey in 2023 to gain baseline data to measure parent satisfaction.	Baseline data to be collected for a school-based parent opinion survey in 2024
			By 2027, improve the positive endorsement of all staff by 5 per cent, from the 2023 baseline score for the Leadership module factors of: • Leaders support for change • Leading change • Cultural leadership. Note: VSL centre staff who are not able to access the SSS to complete a school-based generated annual survey for these Leadership module factors.	In the Staff Opinion Survey, improve the positive endorsement of all staff in the following module factors:Leaders Support for change: 24% (2023) to 27% (2024)Leading change: 33% (2023) to 35% (2024)Cultural leadership: 25% (2023) to 27% (2024)

Goal 2	Optimise every students' learning growth in Languages.
12-month target 2.1-month target	Baseline to be established in 2024
12-month target 2.2-month target	In the School Staff Survey (SSS) Increase the positive endorsement for: Instructional Leadership : from 26% (2023) - 29% (2024)Trust in colleagues: from 68% (2023) - 69% (2024)Collective Efficacy: from 68% (2023) - 69% (2024)Guaranteed & viable curriculum: from 53% (2023) - 58% (2024)Monitoring effectiveness using data : from39% (2023) - 42% (2024)Moderate assessment tasks together: from61% (2023) - 66% (2024)
12-month target 2.3-month target	3.1: Centres: 2.0 (2022) to 2.1 (2024) 3.2: Centres: 2.2 (2022) to 2.3 (2024) Distance Education 2.0 (2022) to 2.1 5 point scale across Centers and Distance Education from 2023

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop and implement a continuum of learning for Languages for F-10.	Yes
KIS 2.b Leadership	Review of current assessment practises to develop a VSL assessment framework.	Yes
KIS 2.c Leadership	Develop mid-level leadership to strengthen instructional practice.	Yes
KIS 2.d Leadership	Implement the PLC process to build the collective efficacy of VSL teachers.	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have completed our Strategic Review in 2023, and our KIS are designed to focus our attention on the development of assessment practices across all areas. We currently do not have system-wide processes around the collection and use of formative data, which is where we will commence this work. Given the scale of the work to deliver to approximately 20,000 students statewide, it is important that we commence all these KIS in 2024, although some will continue as work over time.	

Goal 3	**Improved student engagement in language learning.**	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Build teacher capacity to implement the high impact teaching, engagement and wellbeing strategies.	Yes
KIS 3.b Teaching and learning	Build teacher capacity to integrate student agency into the curriculum.	No
KIS 3.c Teaching and learning	Build teacher capacity to differentiate learning for students.	Yes
KIS 3.d Teaching and learning	Implement centralised systems to track and monitor student progress, engagement and attendance.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have many teachers who have PTT and limited classroom experience. Providing them with the professional resources available and building capacity across the VSL is an important step in developing whole-school practice which is consistent and robust. Using a range of data sources to support this work will be critical to its success, and the continued roll out of Compass should provide us with an ability to track and monitor student progress, engagement and attendance.	

Goal 4	**Optimise VSL resources to improve the delivery of quality language instruction.**	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Leadership	Build collective efficacy of staff through the sharing of resources and pedagogical practices.	Yes
KIS 4.b Leadership	Review and modify the VSL organisational structure to enable equitable access to language instruction.	Yes
KIS 4.c Leadership	Strengthen the alliance between the VSL and other Victorian schools.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Review panel identified this work as essential to enhancing the delivery of quality teaching and learning across the school.	

Define actions, outcomes, success indicators and activities

Goal 2	Optimise every students' learning growth in Languages.
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and implement a continuum of learning for Languages for F-10.
Actions	Develop continuum for Roman and Non-Roman Languages (F-4)
Outcomes	Teachers will: Understand and use the continuum for language learning (F-4) in their planning Access the continuum for language learning through centralized mechanism Leaders will: Lead and support the development of the continuum Ensure storage and access processes for continuum are consistent with other relevant documents. Engage across centres and Distance Education in the development of the continuum Students will: Be supported to learn languages at their point of need
Success Indicators	Early indicators Schedule and action plan established Minutes of meetings and work in progress is available Draft continuum in place Late indicators Roman and Non-Roman Languages F-4 continuum developed and accessible to all staff

	Staff using continuum for planning
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Review of current assessment practises to develop a VSL assessment framework.
Actions	Undertake a full audit of current assessment practices in Centre, Distance Education, VNAP and Blended Programs
Outcomes	Teachers and leaders will have a clear understanding of the current assessment practices across all teaching programs of the school Leaders will have determined next steps for development of VSL assessment framework in 2025.
Success Indicators	Audit complete. Review of audit by leaders to enable next steps towards VSL assessment framework Early indicators Documented evidence of audit Late indicators Minutes of leadership meetings to determine next steps and future planning.
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop mid-level leadership to strengthen instructional practice.
Actions	- Area Managers to establish connections and logistics of connecting faculty groups across the school - Develop objectives and protocols to support leadership growth

	- Development of PLC which will formalise meetings with Faculty leaders by language across all sectors three times per year, beginning in Term 2
Outcomes	Teachers will: Engage in language teacher faculty groups Participate in professional discussions about pedagogical practice Leaders will: Develop networks of teachers by language across the school Establish clear agreement on best practice pedagogy for teaching of languages in the context of VSL Build their leadership confidence and capabilities Students will: Experience consistent approach to teaching across the school
Success Indicators	Early Indicators Faculty group meetings have been scheduled for the year. Leaders will demonstrate sharing of best practice through meeting minutes Late indicators 3 combined meetings have occurred for faculty groups across the school Attendance data from the meetings demonstrates increasing engagement
KIS 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement the PLC process to build the collective efficacy of VSL teachers.
Actions	Embed a PLC process for Distance Education and VNAP teachers which supports collaboration and strengthens teaching practice. Align PLCs with the school's strategic direction.

Outcomes	Leaders will Demonstrate confidence in the leadership of the PLC approach Develop processes which support PLC fidelity Prioritise PLCs as a teaching and learning improvement strategy Teachers will Develop confidence in PLC processes Experience success in enhancing student learning through a PLC approach Collaborate with colleagues in an inquiry cycle to progress learning of small cohorts of students Students will Be supported to learn at point of need
Success Indicators	Established base line data on staff efficacy around PLC's Improvement in base line data at conclusion of 2024 cycles Early indicators Evidence of PLC meeting minutes Evidence of improvement in PLC matrix and staff efficacy Later indicators Evidence of improvement in assessments of targeted student cohorts
Goal 3	Improved student engagement in language learning.
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to implement the high impact teaching, engagement and wellbeing strategies.

Actions	Build teacher knowledge and capability of the High Impact Teaching Strategies (HITs) and High Impact Wellbeing Strategies (HIWs) across VSL Develop whole school wellbeing plan including evidence-based practices for 2024-2027.
Outcomes	Leaders will Support staff to build their professional capabilities with the appropriate HITs and HIWs on a needs basis Have a strong knowledge of all HITs and HIWs and how these can be implemented Teachers will: Have knowledge of specific identified HITs and HIWs and confidently implement them within their classes. Be able to reflect on the impact of the identified HITs and/or HIWs on their classroom practice
Success Indicators	Early indicators Evidence of professional learning around identified HITs and HIWs across all centres Evidence of HITs and HIWs in teacher planning documents Draft whole school wellbeing plan in evidence. Late indicators Area Managers/Centre Supervisors observe use of HITS and HIWS in classroom practice Whole school wellbeing plan is documented and ready for implementation.
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to differentiate learning for students.
Actions	Build teacher capability to teach to student point of learning need including in multi-level centre classes Investigate differentiation within Distance Education on-line curriculum

Outcomes	Leaders will: Provide leadership with a focus on teaching and learning to teachers within their centres. Provide feedback to teachers on planning and implementation of language classes, with a focus on differentiation. Teachers will: Confidently and accurately identify student learning needs. Be able to match suitable learning activities to the current language learning levels of their students. Students will: Be supported to learn at point of need. Experience success and progress in their learning
Success Indicators	Early indicators - Teacher planning documents provide evidence of differentiation in the classroom - Area manager/supervisor classroom visits seek an increased use of differentiation in practice Late indicators Improvement in student engagement in survey data - Improvement in (centre) staff survey
KIS 3.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement centralised systems to track and monitor student progress, engagement and attendance.
Actions	- Develop processes to support monitoring of student attendance via centralized systems. - Maximise attendance in classes across the school. - Develop consistent approach to the monitoring and building of engagement across the school.

Outcomes	Leaders will: Effectively use real-time data to monitor student attendance and engagement. Enact strategies to support students to increase their attendance. Teachers will: Enact required processes to monitor student attendance through Compass. Begin to develop a range of strategies to increase student engagement in classes. Students and parents will: Have an increased awareness of the importance of attendance to support improved learning outcomes. Understand the VSL processes for monitoring attendance. Understand that VSL values attendance highly
Success Indicators	Early indicators Data for attendance is consistently collected and available for monitoring. Evidence is available of staff follow-up on attendance concerns. Evidence of messaging to parent community about attendance. Student wellbeing and engagement plan is available in draft form for consultation. Late indicators Attendance data improvement over time - Increase in student engagement as indicated in student survey - Improvement in parent satisfaction as indicated in parent survey
Goal 4	Optimise VSL resources to improve the delivery of quality language instruction.
KIS 4.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build collective efficacy of staff through the sharing of resources and pedagogical practices.
Actions	Develop processes to ensure that all teaching staff at VSL have access to high quality evidence-based language teaching resources

Outcomes	Leaders will: Guide and review the quality of resourcing across the organization. Support and encourage staff to access quality resources Teachers will: have improved connectedness to other VSL staff and a sense of collective efficacy across the sectors access and use resources to support their teaching. Students will: Students will be provided with quality resources from any location and through all delivery mechanisms				
Success Indicators	Early indicators Online repository is established for language resources Protocols for use are documented Late indicators Evidence of teachers accessing resources Evidence of teachers sharing quality resources across VSL sectors Evidence of use of resources in planning and classroom observations				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
KIS 4.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Review and modify the VSL organisational structure to enable equitable access to language instruction.				
Actions	Undertake audit and review of current organizational structure including: Access to language instruction				

	Enrolment pressures Financial, physical and staffing resources
Outcomes	Leaders and staff will: Have a clear understanding of current status of available resourcing and of competing priorities. Students and parents will: Have had the opportunity to provide feedback and input in relation to access to language instruction
Success Indicators	Early indicators Current strengths and barriers documented Evidence of feedback sought from students, parents, home-school and community. Evidence of analysis of enrolment pressure. Later indicators: Evidence provided to School Council of analysis of current resourcing and organizational structure.