

2024

Annual Implementation Plan
FOR IMPROVING STUDENT OUTCOMES



Victorian College of the Arts
SECONDARY SCHOOL

Victorian College of the Arts Secondary School (7384)

Document Version 1.0
Document Date: February 2024

Four Year Strategic Goals Overview

GOAL 1

To maximise the learning growth of all students

FOUR YEAR STRATEGIC TARGETS

Key Improvement Strategies (KIS) | To further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches

12-MONTH TARGET

An incremental step towards meeting the 4-year target, using the same data set.

- 1.1 | All Study Score - increase to 33
- 1.2 | Writing - increase to 20% Numeracy - increase to 15%
- 1.3 | Guaranteed and Viable Curriculum - increase to 69%

GOAL 2

To improve the health and wellbeing of all students

FOUR YEAR STRATEGIC TARGETS

Key Improvement Strategies 1 (KIS) | To engage with community organisations and current research which offer support for students with their learning and wellbeing.

Key Improvement Strategies 2 (KIS) | To strengthen the school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.

12-MONTH TARGET

An incremental step towards meeting the 4-year target, using the same data set.

- 2.1 | Student Voice and Agency - increase to 52%
- 2.2 | Student Voice and Agency - increase to 75%

GOAL 1

To maximise the learning growth of all students

This goal is selected for focus in 2024

12-MONTH TARGETS

An incremental step towards meeting the 4-year target, using the same data set.

- 1.1 | All Study Score - increase to 33
- 1.2 | Writing - increase to 20% Numeracy - increase to 15%
- 1.3 | Guaranteed and Viable Curriculum - increase to 69%

GOAL 1 | KEY IMPROVEMENT STRATEGIES

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs.

To further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.

Actions

- Review Dance Curriculum and Program.
- Review Music Curriculum and Program.
- All Study Score improvement in VCE, including all specialist studies. Strategies include writing improved examination responses; introduction of more examination practice opportunities.
- Document guaranteed curriculum across all areas of the school.
- Implement two HITS.

Outcomes

- Shared view in Dance and Music team to lift VCE results.
- Dance and Music Review recommendations to be actioned.
- Action plan implemented to assist VCE teachers and students to improve learning outcomes and examination results
- Documented guaranteed curriculum that both supports and challenges students.
- HITS visible in classrooms and /or studios.

Success Indicators

- Dance Curriculum and Program endorsed through the review process.
- Music Curriculum and Program endorsed through the review process.
- Implementation of extended practice examination opportunities for VCE students.
- Curriculum clearly documented using VCASS templates and norms and available in CourseTRACKER.
- Staff shared view on the understanding of HITS and the visible implementation in classrooms and/or studios and corresponding documentation

Activities & Milestones

Dance Review	Administration Team, Allied Health, Assistant Principal, Leading Teacher(s), Student(s), Teacher(s), Timetable Coordinator	From T2 - T2
Music Review	Administration Team, Assistant Principal, Leading Teacher(s), Student(s), Teacher(s), Timetable Coordinator	From T2 - T2
All Study Score Improvement	All Staff, Assistant Principal, Leading Teacher(s)	From T1 - T4
Implementation of 2 HITS visible through learning walks or obserions	All Staff, Assistant Principal, Leading Teacher(s)	From T1 - T4

GOAL 2

To improve the health and wellbeing of all students

This goal is selected for focus in 2024

12-MONTH TARGETS

An incremental step towards meeting the 4-year target, using the same data set.

- 2.1 | Student Voice and Agency - increase to 52%
- 2.2 | Student Voice and Agency - increase to 75%

GOAL 2 | KEY IMPROVEMENT STRATEGIES 1

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion.

To engage with community organisations and current research which offer support for students with their learning and wellbeing.

Actions

- Participate in the Visible Wellbeing (VWB) Program for schools.

Outcomes

- Assist students and staff to more clearly see their own and other's wellbeing using VWB practices.
- Help students and staff to systematically build wellbeing using the SEARCH framework.
- Facilitate learning through the visible wellbeing classroom process.

Success Indicators

- Evaluate VWB using a range of surveys to measure staff wellbeing, changes to teacher practice, student wellbeing and how the program has added positively to the culture of the school. This will consist of VWB surveys, VCASS surveys, ATOS, Staff Survey and Parent Survey.

Activities & Milestones

Visible Wellbeing Program for Schools.

All Staff, Assistant Principal, Leading Teacher(s), Mental Health and Wellbeing Leader

From T1 - T4

GOAL 2 | KEY IMPROVEMENT STRATEGIES 2

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.

To strengthen the school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.

Actions

- Continue to develop and document school processes and ensure that they are visible and centrally located.
- Disability Inclusion. Implementation of IEP, Health Support Plans and SSG.
- Student Representative Council established at Junior and Senior levels.
- Develop a team approach and clear process for managing injuries and rehab across the school based upon current research.

Outcomes

- Consolidation of the management and documentation of IEP, HSP, SSG, including injuries and rehab.
- Disability Inclusion embedded in school processes.
- Professional learning to improve staff understanding and assist with implementation of DI.
- Share best practices and initiatives to increase Student Voice and Agency.

Success Indicators

- Clear documentation of IEP, HSP, SSG, including documentation related to managing injuries and rehab.
- Coaching (as part of injury and rehab) included on student timetable.
- Professional learning around best practice for adolescent injury and rehab.
- ATOS - student voice and agency.
- Active SRC at Junior and Senior levels across the school.

Activities & Milestones

Disability Inclusion Training, staff support, professional learning

Disability inclusion coordinator, Student Leadership Coordinator, Wellbeing Team, Year Level Coordinators

From T1 - T4



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