

2019 Annual Implementation Plan

for improving student outcomes

Hamlyn Views School (5565)



Submitted for review by Michele Marcu (School Principal) on 03 December, 2018 at 11:49 AM
Endorsed by Leanne Preece (Senior Education Improvement Leader) on 10 December, 2018 at 03:10 PM
Endorsed by Jessica Harriott (School Council President) on 19 December, 2018 at 09:17 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging
	Strategic resource management	Evolving
	Vision, values and culture	Emerging moving towards Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging moving towards Evolving

Enter your reflective comments	2018 Hamlyn Views School has experienced growth across most areas of the continuaa.
Considerations for 2020	Future AIP goals will be derived from the whole school FISO audit and reflection on whole school data.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Strengthen teacher capacity to maximise the learning progress and growth of all students.
Target 1.1	Student performance assessed against the Victorian Curriculum from Level A upwards shows 100% with a learning growth. Students progress against their Individual Learning Plan goals show 100% achievement.
Key Improvement Strategy 1.a Building practice excellence	Build the capacity of individuals and teams to implement a consistent Instructional Framework including Teaching and Learning Essentials.
Goal 2	Define the Vision, Mission and Values of the school.
Target 2.1	The school community Vision, Mission and Values established.
Key Improvement Strategy 2.a Vision, values and culture	Establish an agreed school community vision, mission and values.
Goal 3	To embed the School-Wide Positive Behaviour Support Framework consistently across all school practices.
Target 3.1	Create and share documentation of multi-tiered systems of support.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Progress through implementation of PBS and Inclusive Schooling Index Action Plans.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Strengthen teacher capacity to maximise the learning progress and growth of all students.	Yes	Student performance assessed against the Victorian Curriculum from Level A upwards shows 100% with a learning growth. Students progress against their Individual Learning Plan goals show 100% achievement.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Students progress against their Individual Learning Plan goals show 100% achievement.
Define the Vision, Mission and Values of the school.	No	The school community Vision, Mission and Values established.	
To embed the School-Wide Positive Behaviour Support Framework consistently across all school practices.	Yes	Create and share documentation of multi-tiered systems of support.	Create a safe, respectful and inclusive learning environment by explicitly teaching expected behaviours across the school community.

Goal 1	Strengthen teacher capacity to maximise the learning progress and growth of all students.		
12 Month Target 1.1	Students progress against their Individual Learning Plan goals show 100% achievement.		
Key Improvement Strategies			Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Build the capacity of individuals and teams to implement a consistent Instructional Framework including Teaching and Learning Essentials.	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.	This KIS has been selected for this year to support the school to progress from emerging to at least evolving in the four FISO components of Excellence in teaching and learning. Our data usage, systems and process need further development and joining the Professional Learning Community initiative in 2019 will support a rigorous approach to data analysis, moderation and implementation of strategies based on evidence.	
Goal 2	To embed the School-Wide Positive Behaviour Support Framework consistently across all school practices.	
12 Month Target 2.1	Create a safe, respectful and inclusive learning environment by explicitly teaching expected behaviours across the school community.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Progress through implementation of PBS and Inclusive Schooling Index Action Plans.	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.	As a new school, establishing the PBS framework is essential to creating a safe, collaborative and inclusive school environment. By progressing through the PBS action plan and attending the relevant training with our regional PBS Coach we will have the opportunity to ensure all students and families are aware of the expected behaviours at school and all staff consistently approach behaviour in positive ways. Completing the Inclusive Schooling Index Action Plan, school staff will continue to build their capacity to ensure all students are included, supported and have access to a curriculum that meets their individual learning needs.	

Define Actions, Outcomes and Activities

Goal 1	Strengthen teacher capacity to maximise the learning progress and growth of all students.			
12 Month Target 1.1	Students progress against their Individual Learning Plan goals show 100% achievement.			
KIS 1 Building practice excellence	Build the capacity of individuals and teams to implement a consistent Instructional Framework including Teaching and Learning Essentials.			
Actions	Undertake the 2019 - 2020 DET Professional Learning Community (PLC) Initiative Structured data collection, moderation and analysis through timetabled PLCs Create curriculum documentation templates to support consistency of instructional practice Review and audit High Impact Teaching strategies and school-wide non-negotiable teaching and learning behaviours Review and update Assessment and Reporting Schedule			
Outcomes	Regular structured PLCs undertaken Publish whole school instructional design framework based on Universal Design for Learning Whole school curriculum mapped, documented and implemented HITS foci and non-negotiables consistently implemented across the school Published and documented 2019 Assessment and Reporting Schedule Teachers engaged with Peer Coaching or mentoring			
Success Indicators	Documentation published: Instructional design framework Curriculum mapped Non-Negotiables Assessment and Reporting Schedule Student assessment data and Individual Learning Plans Learning walks to observe HITS, Instructional Framework and Non-negotiables Peer Coaching and Mentoring have occurred			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Undertake the 2019 - 2020 DET Professional Learning Community (PLC) Initiative	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Structured data collection, moderation and analysis through timetabled PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Create curriculum documentation templates to support consistency of instructional practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$7,811.69 <input checked="" type="checkbox"/> Equity funding will be used
Review and audit High Impact Teaching strategies and school-wide non-negotiable teaching and learning behaviours	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and update Assessment and Reporting Schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To embed the School-Wide Positive Behaviour Support Framework consistently across all school practices.			
12 Month Target 2.1	Create a safe, respectful and inclusive learning environment by explicitly teaching expected behaviours across the school community.			

KIS 1 Setting expectations and promoting inclusion	Progress through implementation of PBS and Inclusive Schooling Index Action Plans.			
Actions	Establish PBS team, roles, responsibilities and annual meeting structure. Establish Inclusive Schooling Index Review team. Document and evaluate progression through PBS and Inclusive Schooling Index Action Plans Implement whole school expectations Matrix Plan explicit teaching of expectations through 'Bright Beginnings' and term planning documents Review and monitor behaviour data Analyse data to inform future AIP goals Attend the DET PBS Changing the Climate Conference and PBS Coaching training			
Outcomes	Established and functioning PBS and Inclusive Schooling Index Review teams. All staff, students and families engaging with the SWPBS expectations matrix. Consistent Tier 1 supports in place across the school. Consistent SWPBS language used amongst all staff. Consistent use of the SWPBS acknowledgement system. Staff referring to SWPBS posters: Matrix, Heroes/values, Zones of Regulation, Response to significant behaviours.			
Success Indicators	Documented and evaluated progression through PBS and Inclusive Schooling Index Action Plans Learning walks to observe PBS matrix in action within classrooms and across the community Establishment of a School Wide Positive Behaviour Support acknowledgement system Curriculum documents incorporate explicit teaching of expected behaviours Targeted support implemented as a result of data analysis School community feedback through surveys			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish PBS team, roles, responsibilities and annual meeting structure.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Establish Inclusive Schooling Index Review team.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,568.11 <input checked="" type="checkbox"/> Equity funding will be used
Document and evaluate progression through PBS and Inclusive Schooling Index Action Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement whole school expectations Matrix	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan explicit teaching of expectations through 'Bright Beginnings' and term planning documents	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and monitor behaviour data	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Analyse data to inform future AIP goals	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Attend the DET PBS Changing the Climate Conference and PBS Coaching training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$27,379.80	\$27,379.80
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$27,379.80	\$27,379.80

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Create curriculum documentation templates to support consistency of instructional practice	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$7,811.69	\$7,811.69
Review and update Assessment and Reporting Schedule	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Establish PBS team, roles, responsibilities and annual meeting structure.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Establish Inclusive Schooling Index Review team.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,568.11	\$3,568.11
Attend the DET PBS Changing the Climate Conference and PBS Coaching training	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
Totals			\$27,379.80	\$27,379.80

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Undertake the 2019 - 2020 DET Professional Learning Community (PLC) Initiative	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Melbourne BASTOW
Create curriculum documentation templates to support consistency of instructional practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review and update Assessment and Reporting Schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish PBS team, roles, responsibilities and annual meeting structure.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources PBS Coach	<input checked="" type="checkbox"/> On-site

		to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Establish Inclusive Schooling Index Review team.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Critical Friend Peter Millic	<input checked="" type="checkbox"/> On-site
Document and evaluate progression through PBS and Inclusive Schooling Index Action Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources PBS Coach and Inclusive Schooling Index CoP to support.	<input checked="" type="checkbox"/> On-site
Implement whole school expectations Matrix	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PBS Coach	<input checked="" type="checkbox"/> On-site
Plan explicit teaching of expectations through 'Bright Beginnings' and term planning documents	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PBS Coach	<input checked="" type="checkbox"/> On-site

Attend the DET PBS Changing the Climate Conference and PBS Coaching training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources DET PBS conference	<input checked="" type="checkbox"/> Off-site Melbourne Exhibition Centre
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