



HAMLYN VIEWS SCHOOL ANNUAL REPORT - 2019

CONTEXT

Hamlyn Views School (HVS) is a Special Developmental School in Hamlyn Heights, Geelong. It opened in 2018 and is a Public Private Partnership where the facilities are maintained to a standard for 25 years. Our vision is 'to be an outstanding provider of inclusive education that promotes individuality, fosters innovative practices and sets high expectations for all'. Our mission is 'to create a safe, respectful, evidence-based learning environment where a diversity of student learners feel: valued, actively engaged, challenged and supported to achieve success and maximum independence post-school'. The school values - Learning, Respect and Safety align with our School-Wide Positive Behaviour Support (SW-PBS) expectations. Our vision, mission, values, and teaching and learning rationale - 'The Hamlyn Views Way' were reviewed collaboratively with the school community in readiness for a School Review in term one, 2020. This included developing what we want students to achieve by the end of their schooling at HVS.

In 2019, we had an enrolment of 52 students with students drawn from the northern areas of Geelong and the Bellarine Peninsula. All students are on the Program for Students with a Disability (PSD) and have a diagnosed moderate to severe intellectual disability, some with associated conditions including a significant percentage on the autism spectrum. Some students were eligible for support with travel assistance, either to be transported on two Department of Education and Training (DET) provided contract buses or through conveyance allowance if they came by car.

Our school workforce comprised of two Principal class officers, 11.6 (EFT) teachers, including a newly appointed Learning Specialist, 10.2 (EFT) classroom-based Education Support Staff and 2.9 (EFT) office-based Education Support that included a Business Manager, Administrative Assistant (0.9), and School Operations Assistant from term four. We also engaged a comprehensive Allied Health and Wellbeing team to provide vital support enabling all students access to the curriculum. This included a 1.0 Occupational Therapist (OT), 0.8 Speech Therapist which increased to 0.9 in term four, a 0.9 School Nurse and 0.9 Allied Health Assistant. In term four, a 0.6 teacher was employed as an Inclusion Coordinator. DET provided 4.6 hours of Information Technology support each week. The school operated within an Early and Middle/Later Years structure led by Vertical Team Learning Community leaders.

Teaching and learning programs were tailored to each student's individual needs with an Individual Learning Plan developed in collaboration at Student Support Group (SSG) meetings, that aligned to the Victorian Curriculum Framework or Queensland Certificate of Individual Achievement (Years 11 and 12). The key focus of learning included English and Communication, Mathematics and Personal and Social Capabilities with all programs delivered in an engaging and age-appropriate manner to support the achievement of student learning outcomes. Specialist provision included Visual Arts, Performing Arts, Physical Education, Bike Education, Aquatics, Aqua-Therapy and Music Therapy.

Our partnership with CERES saw us achieve our first "star" as we progress toward five star certification as a Resource Smart School. Our teaching and learning beliefs, based on Universal Design for Learning principles underpinned our teaching practice, and an agreed Instructional Model, Peer Observation, Coaching, and Learning Walk protocols were developed and implemented to enhance teachers' professional practice.

We are proud that three of our high quality specialist educators were recognised at the state-wide Annual Principals Association of Specialist Schools (PASS) Awards in November, with our Learning Specialist Natasha McAuliffe a finalist, and our Primary and Secondary Teachers Warren Dawson and Elise Mascarin winners in their respective categories.

FRAMEWORK FOR IMPROVING STUDENT OUTCOMES (FISO)

Excellence in Teaching and Learning

The school established structures based on evidence informed practice such as: The Professional Learning Community (PLC) initiative, engaging a School Wide Positive Behaviour Support (SW-PBS) Coach and attending the initial training, engaging with Respectful Relationships Project lead staff and joining the Resilience, Rights, and Respectful Relationships (RRRR) program, Learning Specialist completing the Suite at Bastow, the Assistant Principal (AP) commencing the Bastow and Monash University Unlocking Potential: Graduate Certificate in Principal Preparation course, all the School Improvement Team (SIT) attending the Bastow Data Literacy training, and the English leader attending the Bastow Leading Literacy course. Teaching staff were highly receptive to all forms of professional learning, with four staff continuing to engage in the Master of Learning Intervention in 2019, three of which were successfully granted Inclusive Education scholarships, where classes occur on weekends at Melbourne University and assessments are in their own time.

Staff attended a broad range of professional learning to improve their practice. This included conferences, professional networks, DET initiatives and specifically targeted internal and external professional learning sessions. Some of these have included: PASS, Annual DET Leadership Conferences, Principal and AP Network meetings, North Central Principals' Network meetings, TEACCH (Structured teaching), a full day of Balanced Literacy training with Jane Farrell was attended by all staff on a Student Free day, Video Modelling Professional Development (PD) attended by teachers and the Allied health team, all staff attending Cultural Understanding Training (CUST), Team Teach protective behaviours training, SW-PBS teacher team attended the DET 'Changing the Climate' conference and PLC initiative.

Professional Leadership

In 2019, the HVS Leadership team focused on distributed and shared leadership meaning that responsibilities and experiences were shared at different times. Teachers were given leadership opportunities including rotating Duty of Care when the Principal and AP were off-site to support student and school needs in their absence. This included all aspects of emergency response. Opportunities to lead various learning areas and be responsible for specific budget lines through an Expression of Interest process saw PLC Leaders appointed to lead PLC's and form the SIT, and Assistant PLC leaders step up in their place if they were away and contribute to the PLC planning by attending PLC leaders meetings.

The AP was given opportunities to engage in Principal Preparation and development through the Unlocking Potential course with Bastow and Monash University and through practical experience. Throughout 2019, members of the Leadership team attended Regional Leadership Conferences and shared their learnings with the broader team to build overall leadership capacity. All staff were given opportunities to contribute to policy creation and development and to review and analyse progress towards achieving AIP goals and assess the school's current placement on the Framework for Improving Student Outcomes continua through whole school activities which occurred on Curriculum Days and in SIT meetings. Leadership was shared through Action Teams with three teams created (SW-PBS, Parent and Community Engagement, and Resource Smart). These Action Teams focused on areas of priority for the school and led projects to improve outcomes in their designated area.

Positive Climate for Learning

In 2019, HVTV Video Self Modelling and Video Peer Modelling were introduced which has supported students to increase independence and empowered them to more successfully access their learning to achieve their goals. Student leadership is valued and students celebrate being selected as Green Team student representatives with a badge presentation, newsletter article and high tea with the Principal to celebrate their contribution at the end of the year, students have had input into the name of the school Café and names of our chickens. Monty's Café has empowered senior students to expand and develop their employability skills and all staff completed the Team Teach protective behaviours training aligning with our value of being safe to support students to de-escalate in challenging situations.

The 2019 Attitudes to School Survey (AToS) highlighted positive results for *Student Connectedness and Engagement*, and attendance at whole school events such as the inaugural school concert 'Wonder', the Christmas Stall, Education Week Open Days, Book Week Parade, the Bike-a-Thon, and the Easter Bonnet

Parade was strong. Some of the health and wellbeing programs offered to our students throughout 2019 included: National Physical Education (PE) Day, Footy Colours Day, clinics with Geelong AFL women's leagues players, PE programs, Swimming, Bike Education, Bike-a-Thon, Life Education Van and Brave Hearts, Sport in Schools program, Geelong Cats Healthy Heroes program, Hot Shots Basketball tournament and in school Allied Health including: Speech, OT, Physiotherapy, Music Therapy, School Nurse, RRRR program with topics aligned to SW-PBS, and staff attendance at Care Team meetings, SSG meetings and Health Professional's meetings.

Community Engagement in Learning

In 2019, Allied Health therapy hours increased across the team along with additional supports. The Regional Complex Matters team were engaged to support a student at risk with complex and challenging behaviours to link services and supports. A number of external and collaborative programs occurred within the community supporting the broad range of needs of our students including a 'Waste' program through Geelong Communities Grant funding, and a free Barista community training course. Alternative programs were also accessed to support the specialised learning needs of some students such as; specialised Visiting Teacher programs, Roaming Ranch Equine Therapy and the FLIP program through Service Agreements and Memorandums of Understanding. We also welcomed numerous visitors to our school to engage in training and partnerships including: Community partnerships with School-based Apprenticeships and Traineeships, Certificate III & IV placement students with Registered Training Organisations such as; Gen U, the Warner Institute, and Diversitat, Deakin University Northern Alliance Assessment Circles, Deakin Pre-Service Teacher, Autism Teaching Institute placements, Melbourne University for Masters' of Learning Intervention and Music Therapy Student placements.

Celebrating our diversity is important to us at HVS. International Day for People with a Disability and Harmony Day were celebrated at the school which involved inviting parents and carers to experience Monty's Cafe promoting inclusion and respect for all people in our school and community. To officially acknowledge our school and the land on which it was built, we held a Welcome to Country event conducted by a Wadda Wurrong elder.

ACHIEVEMENT

Our achievement data was analysed using ABLES progress reports and Victorian Curriculum based rubrics. It showed that we made some positive progress in the areas of Reading, Writing, Number and Algebra, and Measurement and Geometry, with 50% or more of the student cohort demonstrating one level of growth over two years. We also made steady progress in Speaking and Listening, Statistics and Probability and Personal and Social capabilities with 30% or more of the student cohort demonstrating one level of growth over the two years. Most of the student growth demonstrated an increase through students progressing from Level B to Level C, and from Level D to Level F in English and between Levels B - F in Mathematics. Our highest levels of achievement were the 60% of students who were able to demonstrate a level of growth in the area of Number and Algebra, and 55% of students who were able to demonstrate a level of growth in the area of measurement and geometry in the last two years.

For our student cohort that commenced school in 2019 there was steady growth in all areas of English and Mathematics. We have a significant number of students that commenced school in Semester two of 2019, meaning we collected baseline data for these students however were unable to establish growth patterns due to the limited time enrolled.

It was pleasing to see some growth in the areas of Personal and Social capabilities considering the challenges many students face due to the nature of their diagnosis and we credit this to mapping the RRRR curriculum with the Personal and Social curriculum to ensure these skills were regularly taught and planned for. Speaking and Listening is also a challenging area as many of our students are non-speaking however there was some progress made due to our many experienced staff members, as well as our Speech Pathologist, who utilised a range of Augmentative and Alternative Communication options to ensure students were able to progress in their communication.

Whilst interpreting the data as a Leadership team, we came across some discrepancies which highlighted

the need for improved moderation of ABLES and the Victorian Curriculum rubrics to ensure that teachers are inputting data in ABLES and interpreting the data from the rubrics consistently. This will be an area of focus of PLC's in 2020.

In 2019, SIT developed an Assessment and Reporting Schedule to support teaching staff with timelines for completion of all assessment and reporting requirements. This document was provided to staff via the Google Drive and was adapted as necessary. In addition to having the Schedule available to staff, weekly bulletins updated staff with upcoming dates for assessment and reporting requirements, and PLC leaders referred teaching teams to the document.

The 2019 AToS - *Excellence in Teaching and Learning* results were very positive, improving on strong results from the previous year. Growth was evident in all areas, including 100% a response for a *Stimulating Learning Environment*.

We started the PLC initiative and benchmarked ourselves using the PLC Matrix. This showed tremendous growth in the vision, values and culture for the school during the project, with prioritised meetings for staff input into the development of our shared school vision. AIP goals were made more visible to staff through a one page summary and alignment with whole staff Performance and Development goals. PLC's were embedded as a 6 - 8 week cycle each term, being planned by PLC leaders during SIT/PLC leaders meetings which were new meetings in 2019. Collective responsibility was a focus, with good staff participation in activities and protocols during PLC meetings. Data collection and moderation was prioritised through the use of digital/physical data walls, which aligned with skill continuums/rubrics/ABLES data.

Learning Walk observations were completed in Term three with a focus on 'Interaction' from our non-negotiables, which were established with teachers earlier in the year. Leadership completed 15 minute observations across the whole school, documenting what was seen/heard, 'wonderings' and reflections by teachers in 1:1 post-observation meetings. Documents shared with teaching staff to celebrate achievements and highlight strengths, encouraged on-going peer observations, particularly by our Graduate teacher who continued to complete peer observations even after receiving Full Victorian Institute of Teaching registration. The Instructional Framework and Non-Negotiables developed earlier in the year, which related to High Impact Teaching Strategies and Practice Principles, informed everyday teaching practice. Teachers planned collaboratively in Early Years/Middle Years/Later Years teams, with time for data collection and moderation becoming embedded within PLC cycles and on assessment/reporting cycles.

The 2019 Parent Opinion Survey (POS) result for *Student Cognitive Engagement* was 90%, higher than similar schools at 88%. All areas were above 70%, with most above 90%.

Curriculum planning and use of technology to support learning was organised within planning teams, and was consistently demonstrated in weekly planners, including differentiation for students. Planning connected Information Communication Technology (ICT) across the curriculum frameworks and there was a structure to share curriculum planning online. Student Reports were prepared using Compass and shared in the form of a hard copy.

Flexible classroom layouts supported collaborative learning using digital technologies. Some students accessed ICT through accessible technologies, such as 'switches' and 'eye gaze', along with, applications such as Proloquo2go, LAMP and PODD - supporting their inclusion using technology and their access to the general curriculum. To support this staff professional learning was provided by our Speech Pathologist, as well as, ongoing support in a range of one to one, and small group ways.

ENGAGEMENT

During the year a number of highly engaging curriculum activities and programs were conducted across the school. This included the Annual Combined Specialist School Community Art Show in term three, our first ever whole school performance "Wonder" in November, along with events for Special Days such as Harmony Day, Mother's Day, Father's Day and our Christmas Market Stalls and Santa visit.

To provide increased support to students, staff and families related to student engagement issues, flexible

learning options, and addressing wellbeing concerns, from term four we employed a teacher as an Inclusion Coordinator.

Our Attendance policy and protocol were reviewed and updated to assist with close monitoring of student attendance. Unexplained absences were followed up as soon as practical that day as per the protocol. Any ongoing concerns were addressed through SSG or Care Team meetings that often involved family support workers. The student attendance data result improved from an average of 27.69 days in 2018 to 25.9 days in 2019. Whilst it is acknowledged that this number can be heavily influenced by many students who have prolonged absence due to illness, the school-wide data shows good attendance amongst the general school population.

The SW-PBS framework continued to be implemented across the school, with a focus on increasing student engagement. The SW-PBS Action Team worked through the essential elements based on an Action Plan, with progress shown in a number of areas but most particularly in the consistent provision of Tier One strategies. These are the 'must do' things to support student engagement and a calm, orderly classroom and school environment.

A school-wide 'acknowledgement system' continued to develop, with positive language and praise, positive reframing of expectations and Monty Money reward charts being used across the school. Further to this, whole school acknowledgements were made in the form of weekly awards, newsletter items, Seesaw and Facebook posts. Whole class reward strategies began to be developed, creating a sense of collegiality amongst students toward the attainment of a class reward. Overall, a sense of enthusiasm has been noted by staff in the engagement of students in the SW-PBS system and its positive effect on the classroom environment.

Other factors that supported implementation of SW-PBS and student engagement across the school was the implementation of Video Modelling and the HVTV program viewed across the school. This learning was also shared to the wider school community through Seesaw Journals, the school newsletter and the community Facebook page.

WELLBEING

To support the continued positive health and wellbeing of our students and promote their access to learning we engaged a (0.9) School Nurse, increased our Allied Health Assistant from (0.8) to (0.9), and increased our OT provision from (0.4 to (1.0).

Swimming in our on-site pool was accessed for all students in terms one and four, whilst an inaugural Bike Education program was conducted in terms two and three. This culminated in a hugely successful whole school 'Bike-A-Thon' fundraiser in November, with money raised contributing to the future purchase of a school bus that will support greater student access to their community.

From term four, the new Student Inclusion Coordinator's responsibilities included following up unexplained student absences, addressing wellbeing referrals and students deemed "at risk" in collaboration with the Wellbeing team, and engaging with parents/carers, care team members and external professionals, including Student Support Services Network Staff, to ensure student's wellbeing and educational needs were prioritised, including students who were dual schooled.

Team-Teach PD was undertaken to train all staff in de-escalation tactics and positive handling training. This is in-line with our Positive Behaviour Support approach to managing incidents of challenging behaviour and provided staff with the necessary training to minimise injury to both themselves and students.

Our school has delivered the RRRR curriculum since 2018 and in 2019 it was announced that it would become a Lead School from 2020. Our team worked closely with the Barwon Area Project Lead team to adapt and deliver the Respectful Relationship curriculum to our students with special learning needs. As a Lead school we will work together with other Barwon Area Leads to present and support all schools to deliver the Respectful Relationship curriculum to students with a disability in mainstream and specialist schools. We delivered at least one lesson a week to our students from Foundation to Year 12.

Every year we have organisations visit our school to support students to make safe and healthy choices including; Healthy Heroes, Bravehearts and Life Education Van. These organisation's messages reinforce what we teach our students every day.

Our SW-PBS/RRRR Action team supported the wellbeing of both staff and students. The team met a few times each term to reflect on their Action Plan and identify further actions required. Good progress against the essential elements of SW-PBS was made from the beginning of the year, credited to a targeted approach toward the implementation of SW-PBS across the school and the direction and support provided to staff. The implementation of SW-PBS/RRRR helped to promote the positive general wellbeing of all students.

The 2019 AToS Survey - *Positive Climate for Learning* result showed that staff were creating a safe and encouraging environment for students helping them to prosper and foster their wellbeing. The *Student Resilience* result increased by 20% from 2018 for the question 'I try again when I don't get things right.'

The 2019 POS - *New Students Transitioning* result was 100%, a 22% increase from 2018, whilst *Sense of Inclusion* showed a positive increase of over 10%. It is pleasing that the response for *Managing Bullying* was extremely high at 91%, up from 83% in 2018.

FINANCE

The financial result for HVS in its second year of operation was a surplus of \$89,098. The surplus occurred primarily due to additional PSD funding received for students transferring to the school throughout the year.

Extraordinary items of revenue received were as follows:

- \$11,000 in additional funding for utilities costs. This amount was in addition to the \$91,000 for utilities received via the Student Resource Package (SRP);

There were no extraordinary items of expenditure.

Additional sources of funding received outside of the SRP included:

- \$5,000 Quality Music Education Fund used to purchase musical instruments;
- \$19,398 Employee Wellbeing Reform Funding used to acquire equipment and PD to support employee wellbeing;
- \$9,625 PLC Core Intake 3 used to fund employees undertaking PLC learning.
- \$3,600 in Sporting Schools Funding used to fund the acquisition of sports equipment.
- 10,730 fundraising from inaugural school Bike-a-Thon

Equity funding received of \$92,456 contributed towards the employment of an Inclusion Co-ordinator and Speech Therapist and the provision of relevant PD for staff.

Included in our financial commitments is \$41,508 held towards the future acquisition of a school bus.

We believe that the resources of the school have appropriately supported our students to achieve the learning, engagement and wellbeing outcomes in 2019.