

2021 Annual Implementation Plan

for improving student outcomes

Hamlyn Views School (5565)



Submitted for review by Michele Marcu (School Principal) on 16 December, 2020 at 02:49 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 14 January, 2021 at 03:21 PM
Endorsed by Jessica Harriott (School Council President) on 12 February, 2021 at 10:57 AM

Self-evaluation Summary - 2021

	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	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	2020 has been a year of unprecedented challenges for our school community as a result of the COVID-19 global pandemic. Hamlyn Views School has continued to innovate, grow and embed strong practice even through the diverse issues that arose throughout the year. Overall, staff commitment to the PLC inquiry cycle, SWPBS approaches and placing students at the centre of decision-making, allowed students to continue to thrive even when our broader communities were facing the most complex of problems.
Considerations for 2021	In 2021, Hamlyn Views School will implement a Roadmap to Success Tutor program to support students to catch-up. We will have access to a Mental Health Practitioner 0.2 to support students to manage mental health and as part of the National School Chaplaincy Program we have gained funding for a 0.4 Chaplain to support students with their pastoral care needs and to engage and connect families with school and external services.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student learning outcomes in English with a focus on communication.
Target 2.1	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024).
Target 2.2	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024).
Target 2.3	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024).

Key Improvement Strategy 2.a Building practice excellence	Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs.
Key Improvement Strategy 2.b Building practice excellence	Deliver school-wide professional learning that increases staff proficiency and use of digital AAC systems.
Key Improvement Strategy 2.c Building practice excellence	Build teacher capacity to incorporate use of digital AAC into the English Curriculum.
Key Improvement Strategy 2.d Curriculum planning and assessment	Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach.
Goal 3	To increase student engagement with their learning.
Target 3.1	To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS.
Target 3.2	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data
Target 3.3	To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on SWPBS data from baseline data to be established in 2020 by 15% by 2024.
Target 3.4	To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI).

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the use of individual schedules and work systems that support independence within the classroom.
Key Improvement Strategy 3.b Building practice excellence	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.
Key Improvement Strategy 3.c Empowering students and building school pride	Implement and embed all three tiers of the SWPBS framework with fidelity.
Key Improvement Strategy 3.d Setting expectations and promoting inclusion	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.
Goal 4	To improve the resilience and wellbeing of students.
Target 4.1	Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS.
Target 4.2	Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS.
Target 4.3	Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS
Key Improvement Strategy 4.a	Build staff capacity to develop, implement and evaluate programs that promote student voice and agency.

Health and wellbeing	
Key Improvement Strategy 4.b Health and wellbeing	Implement, embed and evaluate the Resilience, Rights and Respectful Relationships curriculum across all areas of the school.
Key Improvement Strategy 4.c Health and wellbeing	Develop staff understanding and use of the Multi-Tiered Systems of Support framework.