

2022 Annual Implementation Plan

for improving student outcomes

Hamlyn Views School (5565)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The impact of Covid-19 related disruptions and momentum has continued to be a barrier to school improvement, particularly when moving into the embedding stage and beyond for goals and strategies. Whilst the majority of the goals and related KIS have continued to develop and progress, we feel that consistency of on-site attendance in 2022 will support us to move well into the embedding stage and beyond in most areas.
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<p>Considerations for 2022</p>	<p>With a large number of new teachers in 2022 there will be a significant focus on induction, including teaching and learning pedagogical priorities. This will include our schools Instruction Model with a focus on improvement in the use of high impact teaching and engagement strategies, and continued assessment to assist planning for the individual learning of our students. We will establish a focused approach to coaching, particularly to support new and graduate teachers, but also to extend the reflective practice opportunities for our more experienced teachers as well. The rollout of the Disability Inclusion Initiative will require a significant amount of time and focus as a school to ensure a smooth transition. The impact financially as a result of this new approach is yet to be known.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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 Health and wellbeing	Build staff capacity to develop, implement and evaluate programs that promote student voice and agency.
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.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	Support for the 2022 priorities.
To improve student learning outcomes in English with a focus on communication.	Yes	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).	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 84% (2021) to 85% in 2022.

		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).	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 86% (2021) to 87% in 2022.
		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).	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 82% (2021) to 83% in 2022.
To increase student engagement with their learning.	Yes	To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS.	To increase overall Connectedness (Sense of Belonging) to school from 90% (2021) to 91% in 2022.
		To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data	To increase confidence in addressing bullying behaviour (Managing Bullying) from 58% (2021) to 63% in 2022.
		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.	To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground - pro rata - based on the 2021 baseline of 339 incidents, by 5% in 2022.

		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).	To increase fidelity to the SWPBS Tier 1 framework from 70% to 80% as measured by the Tiered Fidelity Inventory (TFI).
To improve the resilience and wellbeing of students.	No	Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS.	
		Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS.	
		Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	Support for the 2022 priorities.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student learning outcomes in English with a focus on communication.	
12 Month 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 84% (2021) to 85% in 2022.	
12 Month 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 86% (2021) to 87% in 2022.	
12 Month 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 82% (2021) to 83% in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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.	Yes
KIS 2 Building practice excellence	Deliver school-wide professional learning that increases staff proficiency and use of digital AAC systems.	No
KIS 3	Build teacher capacity to incorporate use of digital AAC into the English Curriculum.	Yes

Building practice excellence		
KIS 4 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.	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.	AAC use is required across the school for many of our students, therefore increasing teacher capacity will always be a focus to ensure students have a voice and can advocate for themselves. In turn, increasing teacher capacity to set and monitor individual student growth in the use of their AAC devices through inclusion in their IEPs should also lead to higher levels of student engagement and achievement.	
Goal 3	To increase student engagement with their learning.	
12 Month Target 3.1	To increase overall Connectedness (Sense of Belonging) to school from 90% (2021) to 91% in 2022.	
12 Month Target 3.2	To increase confidence in addressing bullying behaviour (Managing Bullying) from 58% (2021) to 63% in 2022.	
12 Month Target 3.3	To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground - pro rata - based on the 2021 baseline of 339 incidents, by 5% in 2022.	
12 Month Target 3.4	To increase fidelity to the SWPBS Tier 1 framework from 70% to 80% as measured by the Tiered Fidelity Inventory (TFI).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Embed the use of individual schedules and work systems that support independence within the classroom.	Yes
KIS 2 Building practice excellence	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.	Yes
KIS 3	Implement and embed all three tiers of the SWPBS framework with fidelity.	No

Empowering students and building school pride		
KIS 4 Setting expectations and promoting inclusion	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.	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.	With the introduction of a large number of new teaching staff to our team in 2022, a focus on embedding Structured Teaching, Universal Design for Learning, High Impact Teaching and Engagement Strategies, and the effective use of student behaviour data, should have a direct impact on student engagement and learning outcomes.	