

5283 Hamilton Parklands School Strategic Plan 2017-2020

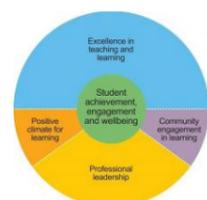
Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Cameron Peverett [date][name].....	[date][name].....	[date]
School council: Karen Roache [date][name].....	[date][name].....	[date]
Delegate of the Secretary: Lindy Sharp [date][name].....	[date][name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Our vision is to provide all students of Hamilton Parklands School with learning experiences to reach their full potential in all areas of their wellbeing education.</p>	<p>Our values are that: ‘We share a united pride in our school and community through:</p> <ul style="list-style-type: none"> • Trust, • Persistence, • Respect, and • Integrity.’ 	<p>Hamilton Parklands School (previously Hamilton Special Developmental School until the end of 2016) provides a challenging and inclusive education for students aged from 5 to 18 years, primarily with an intellectual disability. Hamilton Parklands School is located in the South Western Region of Victoria on the outskirts of the rural town of Hamilton, 3 hours drive from the Melbourne CBD. Students have a wide range of additional learning needs, with a significant number of students have a diagnosis of Autism Spectrum Disorder and some students on Functional or Alternative Placements under Severe Behaviour Disorder. The school uses a holistic approach to student engagement and wellbeing and group structure and endeavours to cater for each student’s complex needs. The school has an enrolment of around 40 students, which was stable over the past 4 years.</p> <p>The school uses a team approach and recognises the benefits of working closely with parents, mainstream schools, therapists and carers to provide a broad comprehensive education for every student. The school runs specialist programs in Art, Music, Science, Rideability, MARC Library, Community Sports, and Transition Education. A number of students aged 16 and over also participate in work experience in the community and supported workplaces for people with a disability.</p> <p>The schools Student Family Occupation Index for 2016 in the confirmed Student Resource Package (SRP) was 0.7785, with an SFOE Index of 0.6629. Koorie students sat at 15% And students in Out-of-Home-Care at 18%. The School Council has a membership of 10 people, however, there has always been a number of vacancies. A small Parents and Friends Association is active, however consists primarily of school council parent members.</p>	<p>Our intentions are to develop our staff capacity to develop the ‘whole child’ in their learning. We aim to provide high-quality teaching practices, develop a positive school culture, and engage our school community in our school events. By engaging our students and families in positive school experiences, we are aiming to develop trust and positive relationships, which will help us to engage our community in student learning. We believe that by developing positive, authentic relationships between staff, students, and parents this will support the learning of the child. We will be creating a Professional Learning Community to build on our leadership, curriculum, planning, and assessment knowledge while also continuing to construct our School-Wide Positive Behaviour (SWPBS) framework. All of these strategies will support teachers to understand and plan for what the students know, what they need to know, and how they are going to teach them to achieve the goals of this plan.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																	
<p>At Hamilton Parklands School each student will receive high-quality teaching and learning to realise their full potential and maximise their future pathways.</p>	<p>Learning for Life</p> <p>Building practice excellence</p> <p>Excellence in teaching and learning</p> <p>Building practice excellence</p>	<p>Build the capability of staff to implement a differentiated and holistic curriculum, based on the Victorian Curriculum, with high-impact strategies to optimise student learning.</p> <p>Hamilton Parklands School will have in place systematic collection, moderation, collation and analysis of student data to ensure students are progressing and teaching practices are effective.</p>	<p>All students will demonstrate learning growth within and across the Victorian Curriculum within the ABLES learning area levels.</p> <p>Staff Opinion Survey</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline 2016</th> <th>All Special Schools</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Academic Emphasis</td> <td>49%</td> <td>55%</td> <td rowspan="4">Above % mean endorsement for Specialist Schools</td> </tr> <tr> <td>Teacher Collaboration</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>Guaranteed & Viable Curriculum</td> <td>50%</td> <td>68%</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>70%</td> <td>80%</td> </tr> </tbody> </table>		Baseline 2016	All Special Schools	2020 Target	Academic Emphasis	49%	55%	Above % mean endorsement for Specialist Schools	Teacher Collaboration	57%	65%	Guaranteed & Viable Curriculum	50%	68%	Collective Focus on Student Learning	70%	80%
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<p>Hamilton Parklands School will create a positive school culture that has a shared approach to supporting the wellbeing, inclusion and engagement of everyone.</p>	<p>Happy, Healthy and Resilient Kids</p> <p><i>Positive climate for learning</i></p> <p><i>Setting expectations and promoting inclusion</i></p> <p><i>Health and wellbeing</i></p>	<p>To develop and embed a positive climate for learning in the school, focussing on high expectations, building staff understandings of positive behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours.</p>	<p>Modified Attitudes to Schools Survey – Implement to gain Baseline Data</p> <p>Staff Opinion Survey – to improve School Climate to at or above Specialist School Mean</p> <table border="1"> <thead> <tr> <th>Baseline</th> <th>2016 State Mean</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>52%</td> <td>64%</td> <td>Above Specialist School Mean</td> </tr> </tbody> </table> <p>Parent Opinion Survey – to Increase participation rate</p> <table border="1"> <thead> <tr> <th>2016 Baseline</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>34%</td> <td>90%</td> </tr> </tbody> </table> <p>There will be a decrease in individual student risk levels as they track through the school as measured by the SRSS-IE screening tool, from August 2016 base levels.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2016 Students (out of 39 students)</th> <th colspan="3">2020 Students</th> </tr> <tr> <th>Low Risk</th> <th>Medium Risk</th> <th>High Risk</th> <th>Low Risk</th> <th>Medium Risk</th> <th>High Risk</th> </tr> </thead> <tbody> <tr> <td>Externalising Behaviours</td> <td>17 (44%)</td> <td>11 (28%)</td> <td>11 (28%)</td> <td>70%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>Internalising Behaviours</td> <td>13 (33%)</td> <td>8 (21%)</td> <td>18 (46%)</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table>	Baseline	2016 State Mean	2020 Target	52%	64%	Above Specialist School Mean	2016 Baseline	2020 Target	34%	90%		2016 Students (out of 39 students)			2020 Students			Low Risk	Medium Risk	High Risk	Low Risk	Medium Risk	High Risk	Externalising Behaviours	17 (44%)	11 (28%)	11 (28%)	70%	15%	15%	Internalising Behaviours	13 (33%)	8 (21%)	18 (46%)	50%	25%	25%													
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<p>Strengthen leadership across the school so that learning for all can flourish through collaboration, targeted professional learning, quality communication and support.</p>	<p>Learning for Life</p> <p><i>Professional leadership</i></p> <p><i>Building Leadership Teams</i></p>	<p>We will have built the capability and skills of school leaders and staff to improve the learning outcomes for every student through a consistent and sustained approach to disciplined, collaborative inquiry.</p>	<p>Improvement in staff confidence in implementing SWPBS strategies as measured by a local survey showing that all staff have a common understanding of the expectations and practices as developed through the SWPBS professional learning team.</p> <p>Student Behaviour, as assessed by the Parent Opinion Survey, shows an overall improvement from 2016 averaged levels.</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>89.6%</td> <td>90%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>45.4%</td> <td>60%</td> </tr> <tr> <td>Averaged Percentile</td> <td>67.5%</td> <td>75%</td> </tr> </tbody> </table> <p>The self-assessment of the school as a Professional Learning Community, will improve by 2 bands (e.g. Emerging to Embedding) using the Professional Learning Communities Maturity Matrix.</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2017 Band working within</th> <th>2020 Band working within</th> </tr> </thead> <tbody> <tr> <td>Vision, values, culture</td> <td>Emerging</td> <td>Embedding</td> </tr> <tr> <td>Building PLCs through a culture of collaboration for improvement</td> <td>Emerging</td> <td>Embedding</td> </tr> <tr> <td>Data used to focus and drive collaborative improvement and evaluate impact on learning</td> <td>Working Towards Emerging</td> <td>Evolving</td> </tr> <tr> <td>Structures and systems to support collaboration for improvement – focus on strategic resource management</td> <td>Working Towards Emerging</td> <td>Evolving</td> </tr> <tr> <td>Building practice excellence</td> <td>Emerging</td> <td>Embedding</td> </tr> <tr> <td>Curriculum planning and assessment</td> <td>Emerging</td> <td>Embedding</td> </tr> <tr> <td>Empowering Students and building school pride</td> <td>Working Towards Emerging</td> <td>Evolving</td> </tr> </tbody> </table> <p>Staff Opinion Survey – Principal / Teacher</p> <table border="1"> <thead> <tr> <th></th> <th>Baseline 2016</th> <th>All Specialist Schools</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>School Leadership - Leading Change</td> <td>51%</td> <td>64 %</td> <td rowspan="3">Above % endorsement Specialist Schools</td> </tr> <tr> <td>Teacher Collaboration</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>School Leadership – Visibility</td> <td>29%</td> <td>58%</td> </tr> </tbody> </table>		2016	2020	Student Safety	89.6%	90%	Classroom Behaviour	45.4%	60%	Averaged Percentile	67.5%	75%	Domain	2017 Band working within	2020 Band working within	Vision, values, culture	Emerging	Embedding	Building PLCs through a culture of collaboration for improvement	Emerging	Embedding	Data used to focus and drive collaborative improvement and evaluate impact on learning	Working Towards Emerging	Evolving	Structures and systems to support collaboration for improvement – focus on strategic resource management	Working Towards Emerging	Evolving	Building practice excellence	Emerging	Embedding	Curriculum planning and assessment	Emerging	Embedding	Empowering Students and building school pride	Working Towards Emerging	Evolving		Baseline 2016	All Specialist Schools	2020 Target	School Leadership - Leading Change	51%	64 %	Above % endorsement Specialist Schools	Teacher Collaboration	57%	65%	School Leadership – Visibility	29%	58%
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<p><i>Hamilton Parklands School will build relationships with our community to strengthen the capacity of our school and our families to support our students' achievement, engagement, wellbeing and connections.</i></p>	<p>Pride and Confidence in Our Schools</p> <p>Breaking the Link</p> <p>Community engagement in learning</p> <p><i>Building communities</i></p> <p><i>Parents and carers as partners</i></p>	<p>HPS will partner with primary and secondary schools, early childhood providers, allied health professionals and the broader community to co-design learning and pathways experiences that will have mutual benefit.</p>	<p>Student Attendance will improve for all absence types combined to be less than 18 days per student (2016 was 27.6 days).</p>																		
		<p>Develop and embed processes for inclusive parent/carer and school partnerships that are collaborative and based on mutual trust, respect and shared responsibility</p>	<p>90% of parents and carers will engage in face-to-face Student Support Group meetings.</p> <table border="1"> <thead> <tr> <th colspan="3">March 2017 Baseline</th> <th colspan="3">2020 Target</th> </tr> <tr> <th>Face-to-Face</th> <th>Phone Call</th> <th>No Contact</th> <th>Face-to-Face</th> <th>Phone Call</th> <th>No Contact</th> </tr> </thead> <tbody> <tr> <td>68%</td> <td>12%</td> <td>20%</td> <td>90%</td> <td>10%</td> <td>0%</td> </tr> </tbody> </table>	March 2017 Baseline			2020 Target			Face-to-Face	Phone Call	No Contact	Face-to-Face	Phone Call	No Contact	68%	12%	20%	90%	10%	0%
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