

2021 Annual Implementation Plan

for improving student outcomes

Hamilton Parklands School (5283)



Submitted for review by Sonya Holden (School Principal) on 21 February, 2021 at 03:26 PM
Endorsed by Michelle Miller (Senior Education Improvement Leader) on 23 February, 2021 at 09:45 AM
Endorsed by Nichole Sparrow (School Council President) on 24 February, 2021 at 11:17 AM

Self-evaluation Summary - 2021

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

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

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

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| Enter your reflective comments | There are numerous areas for improvement in the FISO continua. Development of the PLC will assist in progression and improvement. |
| Considerations for 2021 | Implementation of PLCs, development of Cultural plans with support of KESOs, development of whole school curriculum, and instructional model. |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| 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 | Maximise learning growth for all students. |
| Target 2.1 | <p>Increase the percentage of students recording in–level or next–level growth annually as measured by against Victorian Curriculum/ABLES in English and Mathematics as detailed in their individual learning plans:</p> <ul style="list-style-type: none"> • English from 61 per cent (2020) to 85 per cent (2024). • Mathematics from 33% (2020) to 65% (2024) |
| Target 2.2 | <p>The percentage of positive endorsement in the SSS will increase for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—19% (2020) to be greater than 60% (2024) • Teacher collaboration—28% (2020) to be greater than 70% (2024) • Use of HITS—66.7% (2019) to be greater than 90% (2024) |

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| | <ul style="list-style-type: none"> • Trust in students and parents—22% (2020) to be greater than 70% (2024) |
| Target 2.3 | <p>The percentage of positive endorsement in the POS will increase for:</p> <ul style="list-style-type: none"> • Parent participation and involvement—63% (2019) to be greater than 85% (2024) • School communication—67% (2019) to be greater than 90% (2024) • Teacher communication—63% (2019) to be greater than 90% (2024) |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop, document and implement a guaranteed and viable curriculum with Essential Learnings. |
| Key Improvement Strategy 2.b Building practice excellence | Build a culture of teacher collaboration through the implementation of PLCs and a shared approach to data collection and analysis |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Build teacher capability to use the HITS and leverage technology. |
| Key Improvement Strategy 2.d Parents and carers as partners | Strengthen partnerships between school and home. |
| Goal 3 | Empower students to be independent, engaged and motivated learners. |
| Target 3.1 | Reduce the percentage of students with 20 or more days of absence from 29 per cent (2019) to 20 per cent (2024). |

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| Target 3.2 | <p>The percentage of positive endorsement in the Accessible AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 78% (2020) to be greater than 90% (2024) • Stimulated learning from 88% (2020) to be greater than 95% (2024) • Self-regulation and goal setting 75% (2020) to be greater than 90% (2024) |
| Target 3.3 | <p>The percentage of positive endorsement on the SSS will increase for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 33% (2019) to be greater than 70% (2024) • Focus Learning on real life problems from 50% (2020) to be greater than 80% (2024) • Collective Responsibility from 54% (2020) to be greater than 80% (2024) • Promote student ownership of learning goals from 67% (2019) to be greater than 85% (2024) |
| Target 3.4 | <p>The percentage of positive endorsement on the POS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% (2019) to be greater than 85% (2024) • The Stimulating learning environment from 71% (2019) to be greater than 85% (2024) • Student motivation and support from 69% (2019) to be greater than 85% (2024) |
| Key Improvement Strategy 3.a Empowering students and building school pride | Strengthen opportunities for student voice, agency and leadership. |
| Key Improvement Strategy 3.b Building practice excellence | Build teacher capacity to implement a wide range of communication strategies. |

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| Key Improvement Strategy 3.c Curriculum planning and assessment | Build teacher capacity to design a rich curriculum with expanded opportunities for community partnerships. |
| Key Improvement Strategy 3.d Intellectual engagement and self-awareness | Develop student capability to set goals and monitor own learning progress. |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning, Catch up and Extension: Student ABLES data reading and Writing will demonstrate an increase in growth from 29.6% in 2020 (8 students) to 40.7% in 2021 (11 students)</p> <p>Happy, healthy and Active students: Student at risk emotional behaviour data will reduce from 78% to 66%</p> <p>Connected Schools: Parent opinion Survey - school communication will increase from 67% positive endorsement to 75%</p> |
| Maximise learning growth for all students. | No | <p>Increase the percentage of students recording in–level or next–level growth annually as measured by against Victorian Curriculum/ABLES in English and Mathematics as detailed in their individual learning plans:</p> <ul style="list-style-type: none"> • English from 61 per cent (2020) to 85 per cent (2024). • Mathematics from 33% (2020) to 65% (2024) | |

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| | | <p>The percentage of positive endorsement in the SSS will increase for:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum—19% (2020) to be greater than 60% (2024) • Teacher collaboration—28% (2020) to be greater than 70% (2024) • Use of HITS—66.7% (2019) to be greater than 90% (2024) • Trust in students and parents—22% (2020) to be greater than 70% (2024) | |
| | | <p>The percentage of positive endorsement in the POS will increase for:</p> <ul style="list-style-type: none"> • Parent participation and involvement—63% (2019) to be greater than 85% (2024) • School communication—67% (2019) to be greater than 90% (2024) • Teacher communication—63% (2019) to be greater than 90% (2024) | |
| <p>Empower students to be independent, engaged and motivated learners.</p> | <p>No</p> | <p>Reduce the percentage of students with 20 or more days of absence from 29 per cent (2019) to 20 per cent (2024).</p> | |

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| | | <p>The percentage of positive endorsement in the Accessible AToSS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 78% (2020) to be greater than 90% (2024) • Stimulated learning from 88% (2020) to be greater than 95% (2024) • Self-regulation and goal setting 75% (2020) to be greater than 90% (2024) | |
| | | <p>The percentage of positive endorsement on the SSS will increase for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 33% (2019) to be greater than 70% (2024) • Focus Learning on real life problems from 50% (2020) to be greater than 80% (2024) • Collective Responsibility from 54% (2020) to be greater than 80% (2024) • Promote student ownership of learning goals from 67% (2019) to be greater than 85% (2024) | |
| | | <p>The percentage of positive endorsement on the POS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 71% (2019) to be greater than 85% (2024) | |

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|--|--|--|--|
| | | <ul style="list-style-type: none"> • The Stimulating learning environment from 71% (2019) to be greater than 85% (2024) • Student motivation and support from 69% (2019) to be greater than 85% (2024) | |
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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Learning, Catch up and Extension: Student ABLES data reading and Writing will demonstrate an increase in growth from 29.6% in 2020 (8 students) to 40.7% in 2021 (11 students) Happy, healthy and Active students: Student at risk emotional behaviour data will reduce from 78% to 66% Connected Schools: Parent opinion Survey - school communication will increase from 67% positive endorsement to 75% | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | Yes |
| KIS 3 Building communities | Connected schools priority | 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 2021.

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | <p>Learning, Catch up and Extension: Student ABLES data reading and Writing will demonstrate an increase in growth from 29.6% in 2020 (8 students) to 40.7% in 2021 (11 students)</p> <p>Happy, healthy and Active students: Student at risk emotional behaviour data will reduce from 78% to 66%</p> <p>Connected Schools: Parent opinion Survey - school communication will increase from 67% positive endorsement to 75%</p> | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | |
| Actions | Develop and plan whole school professional learning based on the identified core curriculum priority area of implementing an instructional model school wide. | | | |
| Outcomes | <p>Staff will: Consistently and explicitly implement the school's instructional model Participate in professional learning community to develop a collaborative approach to student learning and improved outcomes</p> <p>Students will: contribute to learning goals access learning at point of need participate in the tutoring program as appropriate</p> | | | |
| Success Indicators | <p>Evidence of an instructional model in planning - gradual release model and review of pedagogical model classroom learning walks, observations and feedback Professional learning community to support staff develop and implement the instructional model Use of the FISO cycle to monitor and evaluate practice and further professional development requirements</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |

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|--|---|--|----------------------------------|---|
| Establish a professional learning community to support development of instructional model. | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$800.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Access professional development on gradual release instructional model | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop and implement procedures and protocols for peer observations and feedback. | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$400.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop and implement a peer observation and learning walk schedule | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | Establish a whole school approach to social-emotional learning. | | | |
| Outcomes | <p>All Staff including leaders will:</p> <ul style="list-style-type: none"> - integrate social emotional learning into school practice using research informed programs. - develop a whole school timetable to include all Vic Curric areas, including 2.5 hours physical activity <p>Students will:</p> <ul style="list-style-type: none"> - demonstrate social skills development in reduced behavioural incidents, - participate in minimum 2.5 hours timetabled physical activity | | | |

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| Success Indicators | Improvement in ABLES data Improvement in student at risk data | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Engage with Lead school for Respectful Relationships - Portland Bay School | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establish PLC team to develop social and emotional scope and sequence | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| review and moderate ABLES testing | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 2 | \$100.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop and implement a meeting schedule to dedicate time to PLC teams | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$100.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |
| Actions | Strengthen and embed the school wide approach to communication with the school community using the digital platform "SeeSaw". | | | |

| Outcomes | <p>Staff will : strengthen relationships with the school community build capacity in the use of digital technologies</p> <p>Students will: engage in digital technologies to demonstrate and celebrate achievement</p> | | | |
|--|--|--|----------------------------------|---|
| Success Indicators | Feedback in the POS will indicate a stronger connection with student learning. | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| trauma training - investigate opportunities for professional development | <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Investigate and purchase "SeeSaw" | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$900.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Explore and provide professional development to upskill staff on use of digital platform | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop a communication policy and procedure for school communications | <input checked="" type="checkbox"/> PLC Leaders | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$200.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Employ speech therapist for minimum 0.2EFT | <input checked="" type="checkbox"/> Allied Health | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Employ Occupational therapist minimum 0.2 EFT | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$61,100.00 | \$61,100.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$61,100.00 | \$61,100.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|--|----------------------------|-------------------|
| Establish a professional learning community to support development of instructional model. | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> CRT | \$800.00 | \$800.00 |
| Access professional development on gradual release instructional model | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$1,000.00 | \$1,000.00 |
| Develop and implement procedures and protocols for peer observations and feedback. | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> CRT | \$400.00 | \$400.00 |
| Develop and implement a peer observation and learning walk schedule | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> CRT | \$1,600.00 | \$1,600.00 |

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| Engage with Lead school for Respectful Relationships - Portland Bay School | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$2,000.00 | \$2,000.00 |
| Establish PLC team to develop social and emotional scope and sequence | from: Term 1 to: Term 2 | <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 | \$1,000.00 | \$1,000.00 |
| review and moderate ABLES testing | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) | \$100.00 | \$100.00 |
| Develop and implement a meeting schedule to dedicate time to PLC teams | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$100.00 | \$100.00 |
| trauma training - investigate opportunities for professional development | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$2,000.00 | \$2,000.00 |
| Investigate and purchase "SeeSaw" | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Other SeeSaw Program | \$900.00 | \$900.00 |
| Explore and provide professional development to upskill staff on use of digital platform | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT | \$1,000.00 | \$1,000.00 |

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| Develop a communication policy and procedure for school communications | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$200.00 | \$200.00 |
| Employ speech therapist for minimum 0.2EFT | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> School-based staffing | \$25,000.00 | \$25,000.00 |
| Employ Occupational therapist minimum 0.2 EFT | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> School-based staffing | \$25,000.00 | \$25,000.00 |
| Totals | | | \$61,100.00 | \$61,100.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | 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 |
|--|---|----------------------------|---|---|---|---|
| Access professional development on gradual release instructional model | <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Engage with Lead school for Respectful Relationships - Portland Bay School | <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> Off-site Portland Bay School |
| review and moderate ABLES testing | <input checked="" type="checkbox"/> PLC Leaders | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| trauma training - investigate opportunities for professional development | <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Pupil Free Day | <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants To be determined - Trauma PD | <input checked="" type="checkbox"/> On-site |
| Explore and provide professional development to upskill staff on use of digital platform | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners | <input checked="" type="checkbox"/> On-site |