

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
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

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

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

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

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)

	<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).

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.

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
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) 	

		<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>	

		<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) 	

		<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) 	
--	--	--	--

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

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

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 			

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

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

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

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