



The Hester Hornbrook Academy

2020 Annual Implementation Plan

Summary Document

Strategic Imperatives	Actions
<p>Build young peoples' wellbeing, confidence in learning and self-efficacy</p>	<p><i>Provide a therapeutic (healing orientated), trauma informed learning environment for our young people that enables them to flourish</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Introduce to all staff the MCM Trauma Informed Framework and ensure that it is implemented at HHA 2. Ensure that BSEM is embedded across HHA. Embedded - training, curriculum, PL for staff and observed in all action across all engagements with students 3. Review policy, practice and procedures with a healing orientated lens
<p>Build young peoples' wellbeing, confidence in learning and self-efficacy</p>	<p><i>Create the environments and contexts that support student success</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Provide staff with the knowledge and skills to complete Individual Education Plans (IEPs) 2. Work with Sue Hastings to ensure that all students have IEPs and that they are completed within 3 weeks of enrolment 3. Develop a process for tracking student IEP goal attainment <p><u>Action 2</u></p> <ol style="list-style-type: none"> 1. Provide staff with the knowledge and skills to use BKSBS as an assessment tool to improve student outcomes 2. Work with Sue Hastings to ensure that all students use BKSBS as an assessment and skill building tool 3. Develop a process for tracking student BKSBS learning progress <p><u>Action 3</u></p> <ol style="list-style-type: none"> 1. Provide staff with the knowledge and skills to use SDQ as a wellbeing assessment tool 2. Work with Wellbeing Team Leaders to ensure that this tool is used at re engagement interviews for term 2 or within 3 weeks of enrolment 3. Develop a process for tracking student pathways through their enrolment with HHA and for a period of 7 years after graduation 4. Review the HHA Wellbeing Tool to determine if this is an effective tool to be used in the future <p><u>Action 4</u></p> <ol style="list-style-type: none"> 1. Determine the methods and types of data that will be collected for HHA students 2. Develop a timeline and process for VCAL Student Progress document updating by Week 9 and 10 in preparation for Head of Campus (HOC) discussions

<p>Build young peoples' wellbeing, confidence in learning and self-efficacy</p>	<p><i>Expand our program reach beyond the completion of secondary education and develop post HHA supports</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Track data for 2020 with the intention of making informed decisions for setting goals in 2021 2. Ensure that all exits are tracked and outcomes for all exits are known and recorded 3. Invite Sarah to leadership team meetings (one visit per term) to share destination data 4. Develop a plan of action for 2021 with regard making network connections for further training and employment for students of the Academy
<p>Empower HHA staff to bring best practice approaches to supporting the education and wellbeing outcomes of our students.</p>	<p><i>Invest in and develop a collaborative approach to wellbeing, teaching and learning</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Ensure that all staff are trained in BSEM 2. Develop the HHA BSEM curriculum scope and sequence and ensure that it is being implemented in all classrooms 3. Develop a professional learning plan for all staff (education and youth work) to ensure that they are equipped to deliver high quality teaching, learning and wellbeing programs 4. Ensure that meeting times are set on the HHA calendar for Educator PLPs - fortnightly on a Friday 5. Ensure that Youth work staff meet at least twice per term 6. Bring all staff together on at least 2 occasions, per term, for collaboration, secondary consultation and professional learning opportunities 7. Build team cohesion through end of term team building functions/get togethers
<p>Empower HHA staff to bring best practice approaches to supporting the education and wellbeing outcomes of our students.</p>	<p><i>Provide professional learning opportunities to ensure that quality teaching and learning and strong wellbeing supports have a significant impact on student's educational success</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Develop the process and practices of all staff for class observations 2. Train all of the leadership team and the Wellbeing Team Leaders in the GROWTH coaching model 3. Refine and confirm the clinical supervision opportunities for all staff 4. Implement an applied learning focus to the HHA timetable 5. Observe classroom operations to ensure that applied learning is occurring 6. Use the staff professional learning plans to ensure that staff have engaged in professional learning relevant to the SP/AIP 7. Ensure that all staff attend the HHA whole school meetings as per the calendar
<p>Empower HHA staff to bring best practice approaches to supporting the education and wellbeing outcomes of our students.</p>	<p><i>Equip staff with the tools to do their work to ensure the best interventions and supports are put in place for each student</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Review and revise the VCAL Student Progress document. (Kate Dennis) 2. Ensure that all staff are using the same/consistent approach - VCAL Student Progress Document

	<p>4. The SDQ Wellbeing Tool data is collected and analysed in order to improve the wellbeing and engagement for all students</p> <p>5. A Student Voice survey is implemented for all students and occurs on at least four occasions in a school year</p> <p>6. The Student Voice survey data is collected and analysed in order to improve the outcomes and engagement of all students.</p>
Extend HHA's capacity to strategically target geographical areas of need.	<p><i>Broaden the reach of HHA</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Source a suitable property for an additional campus in the West 2. Fit out this additional campus in readiness for 2021 student intake 3. Recruit high quality staff and resource the new campus in line with the current hub structures 4. Initiate the enrolment process within 1 week of receiving the expression of interest to ensure that students are not lost to other schools 5. Ensure that all staff follow the attendance monitoring requirements to reduce pressure for engagement at census time (Leadership)
Extend HHA's capacity to strategically target geographical areas of need.	<p><i>Develop strong networks and referral partnerships</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Ensure that the leadership team attend geographical network meetings as and when appropriate 2. Attend the Doing Schools Differently conference to promote HHA nationally 3. Search for and seek 2 other conference opportunities to promote HHA 4. Develop further links with feeder schools and community service organisations. Commit to 5 school/other referral pathway visits per leadership team member
Extend HHA's capacity to strategically target geographical areas of need.	<p><i>Develop HHA resources to facilitate best practice 21st century learning skills development</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Ensure that HHA has an ICT support person allocated to the academy 2. Develop an ICT resource plan for current and future growth 3. Implement an Expression of Interest for an ICT Leading Teacher (HD) in 2021 to manage - Sentral, One Note, TEAMs 4. Develop and implement an ICT/Digital Citizenship teaching and learning program for students
Extend HHA's capacity to strategically target geographical areas of need.	<p><i>Establish effective outcomes measurement tools and systems</i></p> <p><u>Action 1</u></p> <ol style="list-style-type: none"> 1. Develop a system for tracking the data - wellbeing, pathways to employment; of our students post HHA 1. Work with the Living Learning Program manager to develop a system to track the use of government services by our young people.