

2019 Annual Implementation Plan

for improving student outcomes

Hartwell Primary School (4055)



Submitted for review by Kristine Moore (School Principal) on 21 December, 2018 at 03:25 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 21 December, 2018 at 03:27 PM
Endorsed by Trudy Balchin (School Council President) on 13 February, 2019 at 04:03 PM

Self-evaluation Summary - 2019

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	We will continue to work on all our goals with an emphasis on global citizenship and cultural awareness in 2019.
Considerations for 2020	PL for teachers to develop an understanding of gender, diversity and inclusion. PL to develop skills and strategies for teaching students diagnosed with dyslexia. Continue to allocate 0.2 per week leading teacher for the co ordination and development of EAL across the school.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To further improve student achievement as measured by increasing capacities for higher levels of cognitive engagement, challenge, global awareness and deep thinking with a specific focus on Literacy and Numeracy.</p>
<p>Target 1.1</p>	<p><i>To improve the percentage of students within the cohort achieving in the top two bands by 2020</i></p> <p>Year 3: Writing: 2017 (61%) 2020: (70%) Reading: 2017 (76%) 2020 (80%) Numeracy: 2017 (74%) 2020 (80%)</p> <p>Year 5: Writing: 2017 (48%) 2020 (60%) Reading: 2017 (76%) 2020 (80%) Numeracy: 2017 (67%) 2020 (75%)</p> <p><i>By 2020 to increase the % of students achieving high growth and decrease the % of students achieving low growth as follows:</i></p> <p>Writing: 2017 High 28.74% Low 17.24% 2020: High Growth 40% and Low Growth 10%</p> <p>Reading: 2017 High 29.55% and Low 14.77% 2020: High Growth 40% and Low Growth 10%</p> <p>Numeracy: 2017 High 37.21% and Low 19.77% 2020: High Growth 45% and Low Growth 10%.</p> <p><i>Each year for the review period maintain or increase the 2017 data for the Student Attitudes to School Survey (Years 4-6):</i></p> <ul style="list-style-type: none"> • Learning Confidence 91.5% • Stimulating Learning 92% • Effective Teaching Time 90.5%

<p>Target 1.2</p>	<p><i>To improve the percentage of students within the cohort achieving in the top two bands in 2019</i></p> <p>Year 3: Writing: 2018 (62.2%) 2019: (65%) Numeracy: 2018 (63.2%) 2019 (78%)</p> <p>Year 5: Writing: 2018 (56.3%) 2019 (60%) Numeracy: 2018 (66.2%) 2019 (70%)</p> <p><i>To increase the % of students achieving high growth and decrease the % of students achieving low growth in 2019 as follows:</i></p> <p>Writing:</p> <p>2018: High Growth 31.18% Low Growth 15.05% 2019: High Growth 35% and Low Growth 12%</p> <p>Numeracy:</p> <p>2018 High 32.26% and Low 13.98% 2019: High Growth 40% and Low Growth 12%.</p> <p><i>In 2019 our targets in the Student Attitudes to School Survey (Years 4-6) are:</i></p> <ul style="list-style-type: none"> • Learning Confidence 91% • Stimulating Learning 90% • Effective Teaching Time 86%
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Revise, promote and maintain an instructional model that is consistently implemented and provides a rich, relevant, challenging and stimulating learning program that meets all students' point of need particularly in literacy and numeracy.</p>
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Develop teacher capacity to teach Writing and Number.</p>

Key Improvement Strategy 1.c Building practice excellence	Develop Leadership capacity to provide a consistent Instructional Model in a collaborative teaching environment.
Goal 2	To enhance student wellbeing, resilience and cultural awareness in a supportive learning community that fosters the school values whilst promoting and nurturing the social and emotional development of all students.
Target 2.1	<p><i>Each year for the review period maintain or increase the 2017 data for the Student Attitudes to School Survey (Years 4-6):</i></p> <ul style="list-style-type: none"> • Student Voice & Agency 84% • Resilience 92% • Self-Regulation & Goal Setting 92% • Sense of Inclusion 95% • Respect for Diversity 90% • School Connectedness 90%
Target 2.2	Only 2 goals for Hartwell.
Target 2.3	<p><i>Student Attitudes to School Survey (Years 4-6) our targets are:</i></p> <ul style="list-style-type: none"> • Student Voice & Agency 88% • Resilience 90% • Self-Regulation & Goal Setting 90% • Sense of Inclusion 94% • Respect for Diversity 88% • School Connectedness 88%
Key Improvement Strategy 2.a	Build students' emotional and social wellbeing across all year levels.

Health and wellbeing	
Key Improvement Strategy 2.b Health and wellbeing	Develop a whole school approach that supports diversity within the school.
Key Improvement Strategy 2.c Health and wellbeing	Continue the emphasis on personalization of the curriculum through student agency.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To further improve student achievement as measured by increasing capacities for higher levels of cognitive engagement, challenge, global awareness and deep thinking with a specific focus on Literacy and Numeracy.</p>	<p>Yes</p>	<p><i>To improve the percentage of students within the cohort achieving in the top two bands by 2020</i> Year 3: Writing: 2017 (61%) 2020: (70%) Reading: 2017 (76%) 2020 (80%) Numeracy: 2017 (74%) 2020 (80%) Year 5: Writing: 2017 (48%) 2020 (60%) Reading: 2017 (76%) 2020 (80%) Numeracy: 2017 (67%) 2020 (75%)</p> <p><i>By 2020 to increase the % of students achieving high growth and decrease the % of students achieving low growth as follows:</i> Writing: 2017 High 28.74% Low 17.24% 2020: High Growth 40% and Low Growth 10% Reading: 2017 High 29.55% and Low 14.77% 2020: High Growth 40% and Low Growth 10% Numeracy: 2017 High 37.21% and Low 19.77% 2020: High Growth 45% and Low Growth 10%.</p> <p><i>Each year for the review period maintain or increase the 2017 data for the Student Attitudes to School Survey (Years 4-6):</i></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To improve the percentage of students within the cohort achieving in the top two bands in 2019 Year 3: Writing: 2018 (62.2%) 2019: (65%) Numeracy: 2018 (63.2%) 2019 (78%) Year 5: Writing: 2018 (56.3%) 2019 (60%) Numeracy: 2018 (66.2%) 2019 (70%)</p>

		<ul style="list-style-type: none"> • Learning Confidence 91.5% • Stimulating Learning 92% • Effective Teaching Time 90.5% 	
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		Only 2 goals for Hartwell.	not applicable as no goal here
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Goal 1	To further improve student achievement as measured by increasing capacities for higher levels of cognitive engagement, challenge, global awareness and deep thinking with a specific focus on Literacy and Numeracy.	
12 Month Target 1.1	To improve the percentage of students within the cohort achieving in the top two bands in 2019 Year 3: Writing: 2018 (62.2%) 2019: (65%) Numeracy: 2018 (63.2%) 2019 (78%) Year 5: Writing: 2018 (56.3%) 2019 (60%) Numeracy: 2018 (66.2%) 2019 (70%)	
12 Month Target 1.2	To increase the % of students achieving high growth and decrease the % of students achieving low growth in 2019 as follows: Writing: 2018: High Growth 31.18% Low Growth 15.05% 2019: High Growth 35% and Low Growth 12% Numeracy: 2018 High 32.26% and Low 13.98% 2019: High Growth 40% and Low Growth 12% In 2019 our targets in the Student Attitudes to School Survey (Years 4-6) are: • Learning Confidence 91% • Stimulating Learning 90% • Effective Teaching Time 86%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Revise, promote and maintain an instructional model that is consistently implemented and provides a rich, relevant, challenging and stimulating learning program that meets all students' point of need particularly in literacy and numeracy.	Yes
KIS 2	Develop teacher capacity to teach Writing and Number.	Yes

Building practice excellence		
KIS 3 Building practice excellence	Develop Leadership capacity to provide a consistent Instructional Model in a collaborative teaching environment.	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.	<p>These KIS's have been selected as foci after analysis of our NAPLAN and Teacher Judgements Data. Although this data is good we have not yet reached our 2020 targets. We have a number of new teachers and want to continue to develop their capacity to teach writing and number. As part of a consistent approach to teaching and learning at Hartwell the Instructional Model provides guidance and support. Therefore we will continue to employ a Writing and Maths consultants to liaise with our Learning Specialists and Level leaders.</p> <p>When analysing our 2018 NAPLAN data areas need particular attention include: WRITING: paragraphing, vocabulary, using connectives to improve sentence, punctuation (especially for girls). NUMERACY: problem solving (especially girls), place value, maths vocabulary and understanding. As there are several new leaders in the Principal class and learning specialists/leading teachers this is really important in terms of succession planning and to improve leadership capacity and therefore student learning outcomes.</p>	
Goal 2	To enhance student wellbeing, resilience and cultural awareness in a supportive learning community that fosters the school values whilst promoting and nurturing the social and emotional development of all students.	
12 Month Target 2.1	Student Attitudes to School Survey (Years 4-6) our targets are: <ul style="list-style-type: none"> • Student Voice & Agency 88% • Resilience 90% • Self-Regulation & Goal Setting 90% • Sense of Inclusion 94% • Respect for Diversity 88% • School Connectedness 88% 	
12 Month Target 2.2	not applicable as no goal here	
12 Month Target 2.3	as above	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Build students' emotional and social wellbeing across all year levels.	Yes

Health and wellbeing		
KIS 2 Health and wellbeing	Develop a whole school approach that supports diversity within the school.	Yes
KIS 3 Health and wellbeing	Continue the emphasis on personalization of the curriculum through student agency.	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.	<p>KIS 1: We hope to promote teacher knowledge, confidence and skill level to ensure we develop resilient and optimistic students. The students, teachers and parents will continue to work with The Resilience Program, develop Social Skills through a circle time approach and use the school social skills framework to assess each student twice per year.</p> <p>KIS 2: A school approach towards diversity and inclusion will be really important at Hartwell in 2019 due to our changing demographic and the need for a gender awareness focus. According to the student survey rated Respect for Diversity and School Connectedness comparatively lower than other areas. We will work to further increase our teaching and learning program using the resources of Respectful Relationships, circle time and providing opportunities throughout the year to celebrate significant multi-cultural celebrations. We will further unpack the Victorian Curriculum of Cultural Diversity.</p> <p>KIS 3: The focus on Student Agency at Hartwell is progressing well but will need to continue in 2019 to ensure this is embedded in the school culture. Key areas to develop in 2019 will be: individual goal setting for students in literacy and numeracy (with number and writing being a key focus to support our development of Goal 1). We will use our consultants Lyn Watts and Sue Fine to support this process and ensure that goal setting is consistent across the school. Teachers will receive Professional Learning to develop a pedagogical approach to goal setting and feedback (aligned with HITS) and work initially in teams to devise an approach to goal setting that is developmentally appropriate to their year level. Our aim for this is to provide clarity for students with their next learning steps and for teachers to use these goals to differentiate and personalise the teaching and learning program.</p>	

Define Actions, Outcomes and Activities

Goal 1	To further improve student achievement as measured by increasing capacities for higher levels of cognitive engagement, challenge, global awareness and deep thinking with a specific focus on Literacy and Numeracy.
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KIS 1 Building practice excellence	Revise, promote and maintain an instructional model that is consistently implemented and provides a rich, relevant, challenging and stimulating learning program that meets all students' point of need particularly in literacy and numeracy.
Actions	Ensure all teachers understand the Hartwell instructional model by unpacking each quadrant of the model: The Hook - engage, Mini Lesson - explain, Guided and Independent - explore and elaborate and Voice Time - evaluate. Ensure planning documents are aligned to the instructional model. Continue to develop strong emphasis on student agency and voice - with a particular focus on goal setting in writing.

	Enhance student to teacher and teacher to teacher feedback Continue the emphasis on teacher-teaming in a collaborative environment			
Outcomes	All teachers will understand and use the Instructional Model. Curriculum and planning documents will be aligned to the Instructional Model in order to provide consistency throughout the school. The emphasis on Student Agency and Voice will be more apparent for teachers, students and parents and student voice and feedback will be developed through goal setting in writing. The teacher to teacher feedback will again be an emphasis for all teachers. All teachers at Hartwell will continue to work in a collaborative team teaching learning community (this is non-negotiable at this school).			
Success Indicators	If the curriculum and instructional framework is understood and used across the school students will follow a seamless pathway P-6. Teachers will be able to articulate the Instructional Model and use it for planning purposes in order to personalize, differentiate and individualize the learning program for all students. Students will be able to articulate their learning intentions and identify new learning goals. Teachers and students will identify how feedback has changed their teaching and learning. Learning communities will engage in appropriate teacher teaming and the flexible use of space, to suit the needs of the students and the lesson being taught.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- employ consultants for Writing and Number (Lyn Watts and Sue Fine) - ensure Literacy and Numeracy Specialists are timetabled to co ordinate curriculum and develop teacher confidence and expertise - Individual Teachers and Teams will be coached by external consultants as well as Literacy and Numeracy Specialist - Goal setting in guided writing. Key milestones will include: PL, work with a consultant and the learning specialists to devise a framework in each level for goal setting, trial goal setting in teams and these are shared across the staff, a draft document for goal setting will be completed by Term 4.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
-INSTRUCTIONAL MODEL Term 1:	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>Instructional Model presented to staff and school council Staff begin to unpack each part of this model to ensure consistency in understanding and approach TALCs to monitor planning documents to ensure these reflect the Hartwell Instructional Model - Term 2: Peer Coaching opportunities for teachers will be set up with a specific focus on the Instructional Model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 		<p>to: Term 2</p>	<p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Building practice excellence</p>	<p>Develop teacher capacity to teach Writing and Number.</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • Continue the development of a collaborative, teacher-teaming environment, where sharing between staff and between staff and students is the expectation and norm. • Continue to build teacher capacity to design learning interventions to establish purposeful and effective student centred teaching across all subject areas and year levels. • Embed a professional learning program that continues to build the capacity of teachers to deliver exemplary programs in Writing and Mathematics. • Embed a professional learning program that builds capacity of teachers as instructional leaders, skilled in the giving and receiving of feedback for continuous growth. 			
<p>Outcomes</p>	<p>All staff will have an clear understanding and be able to articulate the collaborative nature of the Hartwell learning environment that is documented in the HPS watermark diagram. Teams will use the space flexibly and work collaboratively to design and implement a teaching and learning program. This will be evident in team planning documents where teaching teaming models and use of space will included. Teachers will deliver the core curriculum program in literacy and numeracy in a consistent manner, with high quality teaching and learning programs that are targeted through the use of assessment (the Du Four model of the big four questions will drive planning sessions - What do we want the children to learn? How will we know if they've learnt it? What will we do with the students that already know it? How we will cater for those who don't know it). At the end of 2019 we hope to have extended our current coaching model with the addition of a consistent approach to peer coaching/feedback/mentoring.</p>			
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Planning documents - PDP goals - Data to be tracked and analysed at mid year and end of year in teacher judgements for literacy and numeracy 			

	- ILPs will be used to support students for interventions			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Lyn Watts and Sue Fine will be employed throughout the year to coach and develop leaders and teachers in writing and number - TALC (Teaching and Learning Coach) team for 2019 identified and role descriptions will be discussed for understanding	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Develop Leadership capacity to provide a consistent Instructional Model in a collaborative teaching environment.			
Actions	Build the capacity of TaLCs (Teaching and Learning Coaches), Learning Specialists and Level Leaders to strengthen consistent teacher practice in line with the agreed pedagogical framework. Work on the ability of leaders and learning specialists to implement change (FISO model). Strengthen leaders' knowledge and pedagogical practice through coaching and professional learning from consultants. Coach and mentor all leaders as to their potential impact on team effectiveness.			
Outcomes	- We would expect to see a consistency in planning and teacher practice, teacher teaming across the school to share knowledge and skills. - Level Leaders and Learning Specialists /TALCs will be confident and capable of leading the curriculum. - Team work and cohesion would be evident in all learning communities.			
Success Indicators	To continue the development of the leadership team including Learning Specialists and Level Leaders this KIS is really important in terms of succession planning and also continuing the culture of distributed leadership that we have created at Hartwell. If the capacity of these leaders is developed then: <ul style="list-style-type: none"> • Leaders will display high levels of emotional intelligence and adaptability in their approach to leadership. • They will have greater confidence in and understanding of their roles and the roles of other leaders in the school. • They will have a greater focus on school wide initiatives, data and goals as is appropriate to their role. • There will be more effective teaching happening in the school. • Leaders will be able to lead, mentor, model exemplary teaching practise and develop other teachers within their teams. • Students will be engaged and achieving at their point of need. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct 'effective team meetings' each term to promote and support a team teaching culture at each teams' point of need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Audit needs of individual leaders in order to construct relevant goals for their PDP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide relevant P/L opportunities for all members of the leadership team and where possible for level leaders and aspirant leaders e.g. Bastow courses, shadowing a principal etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All leaders to include a leadership goal relevant to their needs in their 2019 PDP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To enhance student wellbeing, resilience and cultural awareness in a supportive learning community that fosters the school values whilst promoting and nurturing the social and emotional development of all students.
12 Month Target 2.1	Student Attitudes to School Survey (Years 4-6) our targets are: <ul style="list-style-type: none"> • Student Voice & Agency 88% • Resilience 90% • Self-Regulation & Goal Setting 90% • Sense of Inclusion 94% • Respect for Diversity 88% • School Connectedness 88%
12 Month Target 2.2	not applicable as no goal here
12 Month Target 2.3	as above
KIS 1 Health and wellbeing	Build students' emotional and social wellbeing across all year levels.
Actions	<ul style="list-style-type: none"> -Continue the development of programs to promote resilience, optimism and emotional intelligence. -Focus on understanding diversity, principally through the development of emotional and cultural intelligences. -Continue the emphasis on personalisation of the curriculum through student agency and goal setting and flexible use of teacher time. -Develop a whole school approach that supports the growing cultural diversity within the school.
Outcomes	<p>We hope to broaden teacher knowledge, confidence and skill level to promote, nurture and develop resilient and optimistic students. The role of the school leaders will be to promote and support this vision in the entire school community- parents, staff and students and to source, fund and implement programs where necessary to enable this to happen. The role of the leading teachers and level leaders will be to ensure that this is a focus in each learning community and to monitor which teachers, and students need support with this goal.</p> <p>With goal setting we hope that teachers will make goal setting a focus for students, and give students time in 1:1 sessions where possible to reflect on their goals and adjust them where needed.</p> <p>A whole school approach that supports cultural diversity in the school would see the role of our EAL Leading Teacher continue to grow and all members of our school community- students, parents and teachers continue to feel welcome, involved and valued members of the Hartwell community. It would mean that our school programs would continue to cater for all students.</p>

Success Indicators	<p>The leadership team will promote greater understanding of diversity, cultural and emotional intelligence within each PLT. Students will therefore have a greater understanding of cultural differences and the teachers will feel better equipped to promote cultural diversity within their home groups.</p> <p>By focusing on student agency we hope that students will show greater initiative, act with purpose, independence and more autonomy. If this is the case the teachers will encourage these actions and traits in their students and will explicitly explore how this can best be done and share their findings with other teachers.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to implement 'The Resilience Project' across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
Continue to promote the school values at a whole school, community, staff and home group level.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Develop a whole school approach that supports diversity within the school.			
Actions	Continue to embed the EAL program initiated in 2017 and 2018 for new families from non-English speaking backgrounds. Implement resources and training for staff re: diversity and inclusivity (Respectful Relationships)			
Outcomes	If we implement a whole school approach to cultural diversity, gender diversity students will engage at a high level in the learning program and their families will fit seamlessly into the Hartwell community.			
Success Indicators	<p>The teachers will be confident and skilled at differentiating the curriculum to cater for the needs of all students (culture/diversity/gender).</p> <p>The intercultural domain of the VIC Curriculum will become a focus during inquiry sessions and throughout the school curriculum.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>EAL leading teacher will continue to expand the EAL program for students, teachers and parents.</p> <p>Wii Chat forum will continue to be offered for Chinese parents to help them understand school communication. We will aim to find a resource to communicate with other EAL speaking families - Indian.</p> <p>PL and resources will be offered to teachers at staff meetings to assist them to cater for EAL students/families.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Teachers will develop their understanding of the Intercultural domain of the Vic Curriculum through PL, professional readings and discussions at staff/team meetings.</p> <p>We will continue to plan activities to highlight festivals and celebrations particularly focused on other cultures within the Hartwell community.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Health and wellbeing	Continue the emphasis on personalization of the curriculum through student agency.			
Actions	<p>Continue to embed student agency and voice within the Hartwell context.</p> <p>A leadership program will be developed in 2019 with a view to implementation in 2020 with the focus being to develop leadership capacity in Year 5 and 6 students and continue to provide meaningful leadership opportunities for Year 6 students.</p> <p>Continue to focus at staff meetings on strategies to encourage student agency and voice.</p> <p>Develop community understanding of diversity - particularly gender diversity.</p>			
Outcomes	<p>If we do this:</p> <p>All students in Year 6 will have a leadership role in order to develop confidence leadership skills to prepare them for secondary school.</p> <p>The senior students will develop high level skills of leadership - communication, collaboration, organisation and resilience.</p> <p>Teachers will be equipped to promote and incorporate student agency and voice so students have greater input and ownership of their learning programs.</p>			
Success Indicators	<p>Students will show more initiative and independence.</p> <p>Student Engagement should improve.</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Year 6 team and representatives from the Principal class will review current leadership options for Year 6 students and identify roles for 2019.</p> <p>Year 5/6 students will participate in a leadership workshop designed to build leadership capacity and the Year 5s will attend a 'Leadership' camp.</p> <p>We would expect Year 6 students to display/develop leadership qualities and skills in their leadership role</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>PL will be provided throughout the year at staff meetings, level meetings, planning days and a curriculum day, led by consultant (Kath Murdoch, Resilience Program, Respectful Relationships Team)</p> <p>Teachers P-6 will be shown strategies to incorporate student agency.</p>	<p><input checked="" type="checkbox"/> All Staff</p> <p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$91,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$91,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<ul style="list-style-type: none"> - employ consultants for Writing and Number (Lyn Watts and Sue Fine) - ensure Literacy and Numeracy Specialists are timetabled to co ordinate curriculum and develop teacher confidence and expertise - Individual Teachers and Teams will be coached by external consultants as well as Literacy and Numeracy Specialist - Goal setting in guided writing. Key milestones will include: PL, work with a consultant and the learning specialists to devise a framework in each level for goal setting, trial goal setting in teams and these are shared across the staff, a draft document for goal setting will be completed by Term 4. 	from: Term 1 to: Term 4		\$0.00	
<ul style="list-style-type: none"> - Lyn Watts and Sue Fine will be employed throughout the year to coach and develop leaders and teachers in writing and number - TALC (Teaching and Learning Coach) team for 	from: Term 1 to: Term 4		\$70,000.00	

2019 identified and role descriptions will be discussed for understanding				
Provide relevant P/L opportunities for all members of the leadership team and where possible for level leaders and aspirant leaders e.g. Bastow courses, shadowing a principal etc.	from: Term 1 to: Term 4		\$16,000.00	
EAL leading teacher will continue to expand the EAL program for students, teachers and parents. Wii Chat forum will continue to be offered for Chinese parents to help them understand school communication. We will aim to find a resource to communicate with other EAL speaking families - Indian. PL and resources will be offered to teachers at staff meetings to assist them to cater for EAL students/families.	from: Term 1 to: Term 4		\$5,000.00	
Totals			\$91,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	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
<ul style="list-style-type: none"> - employ consultants for Writing and Number (Lyn Watts and Sue Fine) - ensure Literacy and Numeracy Specialists are timetabled to co ordinate curriculum and develop teacher confidence and expertise - Individual Teachers and Teams will be coached by external consultants as well as Literacy and Numeracy Specialist - Goal setting in guided writing. Key milestones will include: PL, work with a consultant and the learning specialists to devise a framework in each level for goal setting, trial goal setting in teams and these are shared across the staff, a draft document for goal setting will be completed by Term 4. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Lynn Watts Sue Fine	<input checked="" type="checkbox"/> On-site
-INSTRUCTIONAL MODEL Term 1: Instructional Model presented	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<input checked="" type="checkbox"/> On-site

<p>to staff and school council Staff begin to unpack each part of this model to ensure consistency in understanding and approach TALCs to monitor planning documents to ensure these reflect the Hartwell Instructional Model - Term 2: Peer Coaching opportunities for teachers will be set up with a specific focus on the Instructional Model</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal 	<p>to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist 	
<p>- Lyn Watts and Sue Fine will be employed throughout the year to coach and develop leaders and teachers in writing and number - TALC (Teaching and Learning Coach) team for 2019 identified and role descriptions will be discussed for understanding</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants <p>Sue Fine Lyn Watts</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Conduct 'effective team meetings' each term to promote and support a team teaching culture at each teams' point of need.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)					
Provide relevant P/L opportunities for all members of the leadership team and where possible for level leaders and aspirant leaders e.g. Bastow courses, shadowing a principal etc.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All leaders to include a leadership goal relevant to their needs in their 2019 PDP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Continue to implement 'The Resilience Project' across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Hugh Van Cuylenburg	<input checked="" type="checkbox"/> On-site
Continue to promote the school values at a whole school, community, staff and home group level.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>EAL leading teacher will continue to expand the EAL program for students, teachers and parents. Wii Chat forum will continue to be offered for Chinese parents to help them understand school communication. We will aim to find a resource to communicate with other EAL speaking families - Indian. PL and resources will be offered to teachers at staff meetings to assist them to cater for EAL students/families.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Teachers will develop their understanding of the Intercultural domain of the Vic Curriculum through PL, professional readings and discussions at staff/team meetings. We will continue to plan activities to highlight festivals and celebrations particularly focused on other cultures within the Hartwell community.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site