<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>SIGNED.............................................</th>
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<tbody>
<tr>
<td>NAME</td>
<td>Kristine Moore</td>
</tr>
<tr>
<td>DATE</td>
<td>November 16th 2009</td>
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<tr>
<th>Endorsement by School Council</th>
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<tbody>
<tr>
<td>NAME</td>
<td>Chris Fitzgerald</td>
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<tr>
<td>DATE</td>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

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<tr>
<th>Endorsement by Regional Network Leader</th>
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<tbody>
<tr>
<td>NAME</td>
<td>Jeremy Beard</td>
</tr>
<tr>
<td>DATE</td>
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### Purpose

In the 2009 school review report, the reviewer noted that the Hartwell Primary School leadership team “genuinely wishes to ensure that the school is a learning community, where staff, students and parents develop and share common understandings and expectations. Integral to this view is recognition of the need to meet diverse learning needs through a differentiated and engaging curriculum, and shared views of pedagogy developed by the teachers.”

The vision for Hartwell can be simply put as “to create a learning community of lifelong learners”. The school wishes to create a learning community where we encourage, recognize and celebrate lifelong learning for all – students, staff, parents and the extended community.

In order to realize this vision, the school has identified seven Key Improvement Strategies, broadly identified under the development of two unique Hartwell models over the next four years - a “Collaborative Learning Model” referring to the building of effective teams and learning relationships, and a school specific “Curriculum Model” targeting student engagement and a differentiated curriculum. These KIS are clearly identified on the attached appendix -“Hartwell Primary School Framework –Creating a Learning Community”.

The purpose of this 2010 – 2012 Strategic Plan is to identify the goals and targets to be met to achieve this vision, and the action plans to be sequentially put in place to achieve our goal statements. These goals and plans should not be considered in isolation, but as elements of a larger comprehensive and fully integrated change process which will result in a significant cultural shift within the community which is Hartwell Primary School.

### Values

The following core values reflect the beliefs we hold about how we can best support our learning, these beliefs subsequently determining how our school must operate, and how we will relate to each other.

- Care, compassion and understanding
- Doing your best
- Co-operation
- Integrity
- Respect

These values must be reflected in our “guiding principles” for all of our teams and how they operate, in all school policies, and underpin the school position on welfare and student management practices. In particular it is expected that these values will be reflected in all classrooms at all times, and will underpin relationships between all members of the Hartwell learning community.
Environmental Context

Hartwell Primary School is located in the eastern metropolitan suburb of Camberwell in the city of Boroondara. The 550 students attending the school typically come from socio-economically advantaged homes, where income and education are significantly beyond state norms. The students are predominantly English speaking, with a low level of ethnicity (SFO = 0.12). The school enjoys access to substantial resources from this community. Students come to the school well prepared both socially and academically from around 20 pre-school settings, and exit to a similar number of Secondary Colleges. On average, this exit ratio is around 60% government provided, and 40% private sector.

Hartwell students perform academically significantly beyond state norms, as measured by both Naplan (Aim) and teacher judgements against VELS. The school has identified two important areas for improvement - adding value to literacy years 3/6, and enhancing student motivation and connectedness to the school environment. Responses to these two improvement focus underpin many of the KIS identified in this Strategic plan. These two focus areas will require a substantial revamping of the school curriculum model over the coming years.

To this extent, the rebuilding of the school classrooms with the capacity to allow more flexible and innovative teaching practices is both timely and opportunistic. Based on the development of student “learning communities” at each VELS level, the focus on learning teams will be significant at both the student and staff level, and real drivers for investigating the impact of new, and highly differentiated teaching and learning strategies. To date the current single boxed classrooms have not been conducive to team structures / teaching and the school is excited by the opportunities the newly planned buildings will allow. Significant aspects of all the KIS in this Plan are devoted to utilizing these new facilities as effectively as possible.

An additional contextual focus which is most significant to this Plan is a newly developed organizational structure for the school, and in particular the roles associated with the leadership team. An additional Assistant Principal position has been advertised and filled, as part of a revamp of the principal class team away from management roles to that of leadership of the teaching and learning. In addition, the four leading teachers who have previously been “subject - orientated” will now operate as leaders of the units at each VELS level. These leaders will be responsible for driving all aspects of the curriculum at each level, and focus strongly on the systematic development, and consistently implemented school curriculum model. This constitutes a significant cultural change for the school, and is central to the effective implementation of the school framework previously mentioned and attached as an appendix to this plan.
<table>
<thead>
<tr>
<th><strong>Strategic Intent</strong></th>
<th><strong>Goals</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Key Improvement Strategies</strong></th>
</tr>
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</table>
| **Student Learning** | To maximise achievement levels for all students through the development and implementation of a school curriculum model encouraging collaborative teaching and differentiated learning across the VELS. | • All students “deemed capable”, to achieve at or above the expected VELS level as measured by teacher judgements.  
• Improve student outcomes from year 3 to 5, so that the % of students in the top two NAPLAN bands in year 3 is maintained for the same cohort when they are in year 5 in Writing.  
• Improve student outcomes from year 3 to 5, so that the % of students in the top two NAPLAN bands in year 3 is maintained for the same cohort when they are in year 5 in Number. | • Build effective teaching, learning and planning teams at each VELS level.  
• Develop Hartwell inquiry based teaching model.  
• Utilise differentiated curriculum to meet individual learning needs and develop ILPs for students as required.  
• Explicit teaching in literacy and numeracy.  
• Utilise ICT for effective learning  
• Improve focus on assessment strategies of, as, and for learning. |
| **Student Engagement and Wellbeing** | To provide a safe and engaging learning environment that fosters inquiry based learning, develops student leadership, and improves students’ social competencies and self esteem. | • Improve the “Student Connectedness” score [Years 5 / 6] on the Student Survey from 4.27 to 4.5 by 2012.  
• Improve the “Student Motivation” score [Year 5 / 6] from 4.46 to 4.62 by 2012.  
• Improve the “Classroom Behaviour” score on the Parent Opinion Survey from 4.02 to 4.4 by 2012, and the “Effective Discipline Policy” score in the Staff Opinion Survey from 3.5 to 4.0 by 2012. | • Redefine whole school discipline and welfare policies in line with new DEECD Student Engagement guidelines.  
• Review student welfare structure and welfare teams.  
• Define “Effective Discipline Policy”, “Student Safety” and “classroom Behaviour” for the relevant sections of the community before the annual surveys are completed.  
• Develop understanding of and implement restorative practices. |
| Student Pathways and Transitions | To provide a smooth and seamless transition for students in their movements from pre-school through the VELS levels and into secondary school. | • Improve the score for “Transitions” on the Parent Opinion Survey from 5.74 to 5.9 by 2012.  
• Improve satisfaction levels of parents re: “through school transitions” by 2012 as compared to the 2010 benchmark data.  
• In 2010 develop and administer a survey of students re: “Transition to Secondary School” and by 2012 improve satisfaction levels as compared to the 2010 benchmark data. | • Develop understanding of, and implement ES model of inquiry based learning to improve students’ cognitive engagement.  
• Build student and parent understanding of core school values.  
• Engage student leaders in a whole school focus on sustainability to build their connectedness and social competencies.  
• Review the management structure for Transitions and pathways.  
• Define “transitions” for parents before they complete the parent opinion Survey.  
• Teachers share and reflect on units and teaching strategies to create consistency and common understandings as students move through VELS levels.  
• Ensure common understandings about how successful transitions occur. |
### Key Improvement Strategies
(Prioritised KIS across the three student outcomes areas)

<table>
<thead>
<tr>
<th>Year</th>
<th>Actions</th>
<th>Achievement Milestones</th>
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<tbody>
<tr>
<td><strong>Building effective teams at each VELS level.</strong></td>
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<tr>
<td><strong>Year 1</strong></td>
<td>- Build leadership capacity by building individual leaders’ capacity and building the capacity of leaders to “grow their team” - Building leadership team capacity to lead the E5 initiative. - Redefine leadership roles by creating a new leadership model. - Build team “teaching focus” across all units using levels 1 &amp; 3 as the prime drivers. - Where the school is implementing new initiatives [DEECD or Hartwell], develop a leadership team understanding of the initiative.</td>
<td>- Leadership team to participate in the “iLead” 360 degree survey in August 2009 and set personal goals and targets. - Leadership roles clearly defined and put into practice by all members of the leadership team. - Units 1, 3&amp;4 operating as collaborative teams, fully using the flexible learning spaces. - Development of the initial whole school “team teaching” model by the end of 2010.</td>
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<td><strong>Year 2</strong></td>
<td>- Build team teaching focus across all units including Learning communities 2 &amp; 4. - All Leading teachers to work with a coach, mentor or critical friend to improve their leadership capacity. - Provide the necessary resources to ensure that the professional learning for the leadership team can happen.</td>
<td>- Units 1, 2 3 and 4 operating as collaborative teams, fully using the flexible learning spaces. - Leadership team to demonstrate improvement in the personal targets as a result of participation in the iLead survey again.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>- Continue work in this area.</td>
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<tr>
<td><strong>Year 4</strong></td>
<td>- Further work in this area.</td>
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<tr>
<td><strong>Redefine whole school Discipline / Welfare program including understanding and implementation of restorative practices and a common understanding of school values.</strong></td>
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<tr>
<td><strong>Year 1</strong></td>
<td>- Review Welfare and Discipline management structure. - Revisit and audit existing Welfare and Discipline policies. - Develop DRAFT Welfare / Student Management / Engagement policy. - Professional development on Restorative Practices.</td>
<td>- Welfare, Student Management / Engagement policy developed in DRAFT form. - Improvement in “Effective Discipline Policy” score on Staff and Parent surveys.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>- Review and formalise DRAFT policy - Continue professional learning on Restorative Practices.</td>
<td>- Develop a student survey P-4, to benchmark Student Engagement.</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>- Continue work in this area.</td>
<td>- Administer the P-4 student survey and show improved scores as compared to the benchmark data.</td>
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Year 1
- Develop and administer a survey of students regarding "Transition to Secondary School" and collect benchmark data.
- Develop and administer a pre-school to school survey and collect benchmark data.
- Develop and administer a "Through School" transitions survey and collect benchmark data.

Year 2
- Set up an audit process to identify transition issues within and between VELS unit levels.
- Administer Secondary School, Pre-School and Through School Transition surveys.

Year 3
- Continue work in this area.

Year 4
- Further work in this area.

Evidence of improvement in “Effective Discipline Policy” score from the 1st quartile in 2009 to the 4th quartile by 2013 on the Staff Opinion Survey.
- Improvement from 4.02 in 2009 to 4.4 in 2013 as measured on the Parent Opinion Survey.

Teachers share and reflect on units and teaching strategies to create consistency and common understandings as students move through VELS levels.

Explicit Teaching of literacy and numeracy through the use of differentiated curriculum to meet individual learning needs and the development of ILPs for students as required.

Year 1
- Establish sequential essential skills and standards required in English and Mathematics / a Maths and English continuum to support targeted instruction at each level.
- Professional learning to be provided for staff to support the implementation of targeted instruction.
- Develop and consolidate the use of support staff as part of the team teaching model.
- Develop and trial an ILP format for students above the 90th percentile and below the 10th percentile in years 3 and 4.
- Introduce E5, focusing on “Engagement”, to staff via professional learning sessions related to Writing.

Year 2
- Establish an individual point of need for each student against the essential skills and standards.
- Review ILP format and implement ILPs for years 3-6 students working above the 90th percentile and below the 10th percentile.
- Audit and refine if necessary the use of support staff to assist with differentiating the curriculum.

Year 3
- Continue to work on these areas.

Year 4
- Further work on these areas.

An increase in the number of students “deemed capable” as measured by teacher judgements compared to 2009 data.
- An established Mathematics and English continuum for Hartwell P.S.
- A defined ILP format for Hartwell P.S.

A greater range in teacher assessments across VELS.
- Maintain the % of students in the top two NAPLAN bands in English [Writing], from year 3 2008, to year 5, 2010.
- Maintain the % of students in the top two NAPLAN bands in Number, from year 3, 2008 to year 5, 2010.
- Maintain achievement levels in all other strands of English and mathematics.
### Improved focus on assessment strategies of, as and for learning

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<tr>
<th>Year</th>
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| **Year 1** | ▪ Broaden teachers’ concept of assessment across the three areas – for, of and as learning.  
▪ Focus on self assessment tools as part of the inquiry model.  
▪ Build assessment practices into team planning.  
▪ Develop students’ capacity as life-long learners to think reflectively. | ▪ Teachers’ planning documents showing evidence of assessment across the three areas for, of and as learning.  
▪ Teachers using self assessment tools in their regular program.  
▪ Evidence of students improved capacity to think reflectively. | |
| **Year 2** | ▪ Continue the focus on for, of and as learning.  
▪ Continue to develop students’ capacity as life-long learners to think reflectively.  
▪ Introduce portfolios in years P-4 | ▪ Portfolios implemented in years P-4  
▪ Continued focus as above. | |
| **Year 3** | ▪ Continue as above  
▪ Introduce portfolios in years 5& 6 and review and modify portfolios in years P-4 where necessary. | ▪ Portfolios implemented in years P-6  
▪ Continued focus as above. | |
| **Year 4** | ▪ Continue to modify and review the use of student portfolios.  
▪ Implement three way interviews P-6. | ▪ Implementation of three way interviews.  
▪ Student Attitudes Survey – “Learning Confidence”  
▪ Parent Opinion Survey – “Reporting” - increase in score as compared to 2010. | |

### Implementation of a Hartwell inquiry based teaching model including the development, understanding and implementation of the E5 model.

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| **Year 1** | ▪ Audit current inquiry units and methodology.  
▪ Introduce E5 to staff via professional learning sessions.  
▪ Introduce the concept of instructional rounds to the Principal class.  
▪ Principal class to have an excellent understanding of what constitutes excellent teaching and learning practice. | ▪ Draft Scope and Sequence Chart developed.  
▪ Staff understanding of E5 framework and profile statements.  
▪ Principal to participate in “trial instructional rounds.” | |
| **Year 2** | ▪ Work on improvement focuses for inquiry units e.g. planning, scope and sequence chart, etc.  
▪ Refine Scope and Sequence Chart.  
▪ Continue participation in instructional rounds.  
▪ Identification of a Hartwell “problem of practice.”  
▪ Peer feedback training for members of the principal class. | ▪ Scope and Sequence Chart to be adopted.  
▪ Staff self assessment against the E5 profile statements.  
▪ Principal class to formalise participation in instructional rounds. | |
| **Year 3** | ▪ Implement actions as listed above. | ▪ Continued focus as above | |
| **Year 4** | ▪ Continue focus as above. | ▪ Continued focus as above | |

### Utilise ICT for effective learning

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<th>Year</th>
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| **Year 1** | ▪ Use of e-potential survey / or similar tool for measuring teacher skills.  
▪ Ensure that an ICT focus is included in the term planning for each level team.  
▪ Nominate a liaison person to work with the ultra-net coach.  
▪ Continue “tekky brekkies” to share interactive whiteboard knowledge.  
▪ Develop a Student VELS level skills checklist to assist teachers. | ▪ Obtain e-potential benchmark scores / ratings.  
▪ Evidence of the use of ICT within a range of student learning experiences. | |
| Year 2 | • As Above | • Improvement in e-potential survey scores for teachers.  
• Evidence of wide use of interactive whiteboards across all year levels |
| Year 3 | • As above | • |
| Year 4 | • As above | • Movement on student skills checklist.  
• Movement on teacher e-potential scores. |