



HARTWELL PRIMARY SCHOOL Annual Implementation Plan - 2018

Our school completed a school review in May 2017 and subsequently wrote a new Strategic Plan. The two goals listed above were selected. The first was to continue the school's focus on Writing and Number. Despite having very good student achievement levels in both of these curriculum areas, we believe we are on a journey to further improve and to have more students making high growth and fewer making low growth as measured by Year 5 Naplan. We want our students to be more cognitively engaged and challenged. We also want to develop a greater global perspective across all areas of the curriculum as indicated in our self evaluation.

FOUR YEAR STRATEGIC GOAL

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: 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.

- Ensure all teachers understand the Hartwell instructional model
- Ensure planning documents are aligned to the instructional model
- Develop a strong emphasis on student agency and voice
- Enhance student to teacher and teacher to teacher feedback
- Continue the emphasis on teacher-teaming in a collaborative environment

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. They 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

KIS 2: Develop teacher capacity to teach Writing and Number.

- 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.

If all of the above happens, we will have teachers with greater capacity to deliver quality, stimulating and challenging programs that challenge all students.

KIS 3: Develop Leadership capacity to provide a consistent Instructional Model in a collaborative teaching environment.

- Build the capacity of Learning Community Mentors, 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 practise through coaching and professional learning from consultants.
- Coach and mentor all leaders as to their potential impact on team effectiveness.

As there are several new leaders both in the Principal Class, at Learning Specialist level 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: 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 and students will be engaged and achieving at their point of need.



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FOUR YEAR STRATEGIC GOAL

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.

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KIS 1: Build students' emotional and social wellbeing across all year levels

- Continue the development of programs to promote resilience, optimism and positive psychology.
- Focus on understanding diversity, principally through the development of emotional and cultural intelligences.
- Continue the emphasis on personalisation of the curriculum through student agency, goal setting and flexible use of teacher time.
- Develop a whole school approach that supports the growing cultural diversity within the school.

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.

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.

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.

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.

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.

KIS 2: Develop a whole school approach that supports the growing cultural diversity within the school

- Continue to embed the EAL program initiated in 2017 for new families from non-English speaking backgrounds.

If we implement a whole school approach to cultural diversity new students will engage at a high level in the learning program and their families will fit seamlessly into the Hartwell community. The teachers will be confident and skilled at differentiating the curriculum to cater for the needs of newly arrived students. The intercultural domain of the VIC Curriculum will become a focus during inquiry sessions and throughout the school curriculum.

KIS 3: Continue the emphasis on personalization of the curriculum through student agency.

- Define what student agency and voice means within the Hartwell context
- Audit and redevelop the student leadership program to ensure all Year 6 students continue to have a meaningful leadership role.
- Continue to focus at staff meetings on strategies to encourage student agency and voice.

If we do this all students in Year 6 will have a leadership role in order to develop confidence leadership skills to prepare them for secondary school. Teachers will be equipped to promote and incorporate student agency and voice so students have greater input and ownership of their learning programs. Students will show more initiative and independence. Student Engagement should improve.