

HPS Annual Implementation Plan Overview 2020

<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>12 Month Target 1.1</p>	<p>Teacher Judgement</p> <p>Year 3: Writing: 2018 (62.2%) 2019: (65%) - actual: 58.4% 2020: 65% Numeracy: 2018 (63.2%) 2019 (78%) - actual: 70.2% 2020: 72%</p> <p>Year 5: Writing: 2018 (56.3%) 2019 (60%) - actual: 55.3% 2020: 60% Numeracy: 2018 (66.2%) 2019 (70%) - actual: 62% 2020: 70%</p> <p><i>**To increase the % of students achieving high growth and decrease the % of students achieving low growth in 2019 as follows according to NAPLAN:</i></p> <p>Writing: 2018: High Growth 31.18% Low Growth 15.05% 2019: High Growth 35% and Low Growth 12%</p> <p>Actual: High Growth: 32% and Low Growth 19%</p> <p>2020: High Growth: 35% and Low Growth 15%</p> <p>Numeracy: 2018 High 32.26% and Low 13.98% 2019: High Growth 40% and Low Growth 12%</p> <p>Actual: High Growth: 18% and Low Growth: 30%</p> <p>2020: High Growth: 35% and Low Growth: 18%</p>

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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	<ul style="list-style-type: none"> - Instructional Model will continue to be linked to the weekly planning documents - Teachers will have a PDP focus on one area for development in the Instructional Model - PL will be provided further unpack the HITS document to show direct links to the HPS instructional model and teaching and learning. - Refine the Instructional Model in specific curriculum areas: writing, reading and number.
Outcomes	At HPS expects to see the following outcomes (knowledge, skills or behaviours): Leaders will: <ul style="list-style-type: none"> - ensure there is greater consistency in the planning and teaching of writing, reading and number Teachers will: <ul style="list-style-type: none"> - share a common language promoted through the Instructional Model (I.M) - have a PDP goal related to an area of the I.M. Students will: <ul style="list-style-type: none"> - a clearer understanding of the learning outcome in each lesson - share a common language
Success Indicators	Success indicators would include: Leaders - leadership meeting notes, whole school consistent planning documents, PL schedule, notes from PL with consultants, PDP documentation Teacher - meeting notes, whole school consistent planning documents, PL schedule, notes from PL with consultants, PDP documentation Students - be able to clearly articulate the structure of lessons
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KIS 2 Building practice excellence	Develop teacher capacity to teach Writing and Number.
Actions	<ul style="list-style-type: none"> - Continue to employ consultants in Literacy and Maths and implement a program of coaching, mentoring and professional learning. - The employment of Literacy and Numeracy Specialist along with an experience teacher to help lead and develop whole school initiatives in these areas - Data Analysis: we recognise the need to better understanding use existing data within the school to better inform planning and monitor student learning. We will schedule team meetings with a focus on student outcomes and seek support from DET resources to assist in growing our knowledge of data across the school.
Outcomes	At HPS expects to see the following outcomes (knowledge, skills or behaviours): Leaders will: <ul style="list-style-type: none"> - ensure teachers have access to the coaching, mentoring and professional learning Teachers will: <ul style="list-style-type: none"> - show increased capacity to use data to inform their practice - increased confidence in best practice teaching in literacy and numeracy - know the next step for student learning outcomes Students will: <ul style="list-style-type: none"> - clear learning goals
Success Indicators	Success indicators would include: Leaders - leadership meeting notes, data, tracking documents, revisit whole school assessment schedule, utilise scope and sequences Teacher - meeting notes, whole school consistent planning documents, use data for differentiation, notes from PL with consultants, PDP documentation Students - be able to clearly articulate their learning goals
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KIS 3 Building practice excellence	Develop Leadership capacity to provide a consistent Instructional Model in a collaborative teaching environment.
Actions	<p>As Hartwell has appointed new team leaders we have strategically aligned them with a mentor who will support them in their new role. These leaders will ensure that the planning documents reflect our instructional model. Due to our collaborative teaching spaces these leaders will ensure that planning focuses on collaboration and best use of our learning spaces.</p> <p>All teachers will receive feedback about their practice with regards to one aspect of the instructional model. All staff PDPs will reflect a focus on our instructional model.</p>
Outcomes	<p>At HPS expects to see the following outcomes (knowledge, skills or behaviours):</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - new Team leaders and teachers developing whole school initiatives will be assigned a mentor to support and coach them in their role. This will ensure a transfer of skills and knowledge along with the ability to influence the teaching and learning program through their co-ordination. - the Principal team will ensure regular SIT and Leadership Team meetings in order to provide PL, discussion about teaching and learning at HPS and leadership skill development. - The Learning specialists will review the whole school planning documentation to ensure it is aligned with the I.M. <p>Teachers will:</p> <ul style="list-style-type: none"> - have a PDP goal related to the I.M - be able to articulate the planning in relation to the I.M. - be willing to be coached/mentored to improve teaching capacity. <p>Students will:</p> <ul style="list-style-type: none"> - have a clear understanding of the learning intention of each lesson and as appropriate understand the link between this learning intention and their personal learning goals.
Success Indicators	<p>Success indicators would include:</p> <p>Leaders: have consistent planning documentation, be able to identify areas for team improvement within the I.M., lead their team with confidence and guide</p> <p>Teachers:</p> <ul style="list-style-type: none"> - use consistent planning documents and understand how to implement each area of the I.M. successfully - be willing to create a school visual library showing lessons examples for each area of the I.M: the hook, mini lesson, guided/independent practice/voice time - PDP goals will show an area developed across the year - Mentor/Coaching notes <p>Students:</p> <ul style="list-style-type: none"> - be able to articulate learning goals and as appropriate have a clear understanding, use the language of the I.M.

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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 2.3	Student Attitudes to School Survey (Years 4-6) our targets are: <ul style="list-style-type: none">• Student Voice & Agency 88%: 2019 (Actual) 71% : 2020: 75%• Resilience 90% : 2019 (actual) 88%: 2020: 90%• Self-Regulation & Goal Setting 90%: 2019 Actual 87%: 2020: 90%• Sense of Inclusion 94%: 2019 (Actual) 91%: 2020: 94%• Respect for Diversity 88%: 2019 (actual) 80%: 2020: 88%• School Connectedness 88%: 2019 (Actual) 87%: 2020: 88%
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KIS 1 Health and wellbeing	Build students' emotional and social wellbeing across all year levels.
Actions	<p>This year we will develop a School Wide Positive Behaviour Strategy to provide clarity for the students, teachers and community about general expectations of behaviour at Hartwell. We will use this to align with our Hartwell values and ensure that this is consistent across the school. A greater focus will be on student's achieving their 'Personal Best' and using our current practices of Restorative Practices, Social Skills, The Resilience Program and Respectful Relationships to implement this initiative. The Respectful Relationship Curriculum will again be a priority for the staff at Hartwell. We will continue to implement key areas of the program with a great focus on gender equity and our participation in the Communities of Practice (CoP) group led by Camberwell High.</p>
Outcomes	<p>At HPS expects to see the following outcomes (knowledge, skills or behaviours):</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - show greater confidence when delivering the Student Wellbeing program, they will assist teams to plan lessons and discussion centered around the SWPS, the values and what skills might be needed to achieve this. - the Principal team will ensure planned discussion for the SWPS and PL is available for the Respectful Relationships curriculum as well as seeking opportunities to equip teachers with a consistent behaviour management strategy. <p>Teachers will:</p> <ul style="list-style-type: none"> - use the SWPS with students and this will be visible in the school and in particular the Learning Communities - share a common set of expectations for students to provide consistency and language - have shared understanding with parents and the community for expectations - show greater use of language that promotes gender equality - provide learning opportunities that promote female and male equality, i.e., girls football, in science, maths, the arts etc. <p>Students will:</p> <ul style="list-style-type: none"> - have a clear understanding of expectations at Hartwell - be challenged to ensure both female and male are treated equally and with respect
Success Indicators	<p>Success indicators would include:</p> <p>Leaders: use the SWPS documentation, in planning ensure there is a focus for circle time, school attitudes to school data to monitor effectiveness of program</p> <p>Teachers:</p> <ul style="list-style-type: none"> - planning documents, PL, notes <p>Students:</p> <ul style="list-style-type: none"> - use the language of the Hartwell SWPS and be able to 'show' understanding of the expectations - use non-gender bias language and be inclusive in activities to both genders

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KIS 2 Health and wellbeing	Develop a whole school approach that supports diversity within the school.
Actions	<p>We will continue to allocate a teacher responsible for EAL across the school. This teacher will co-ordinate and support new students at Hartwell with EAL and liaise with Blackburn Language School (as appropriate), interpreters, co-ordinate the WeChat group with Hartwell families and run small intervention groups to assist with language development.</p> <p>This year we will extend our focus on building cultural understanding through the refinement of multi-cultural day celebrations to a mini-inquiry encompassing Harmony Day and incursions to explore a variety of cultures through music, story and activities. We will be completing the CUST training.</p>
Outcomes	<p>At HPS expects to see the following outcomes (knowledge, skills or behaviours):</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - be able to communicate more effectively with EAL families and students - utilise a variety of resources to support their team with EAL students - planning will continue to promote the cultural understanding curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> - be able to communicate more effectively with EAL families and students - utilise a variety of resources to support their team with EAL students - implement planning and discussion that enables greater inclusivity for cultures within the Hartwell community - use materials (such as reading material, visuals, artefacts etc.) to prompt discussion and further understanding of culture - show confidence when reporting to parents about English progress and ask for support to engage resources as needed, i.e. interpreters, We Chat etc. <p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate their experiences of other cultures - be able to compare and contrast cultures - be inclusive to their peers
Success Indicators	<p>Success indicators would include:</p> <p>Leaders: planning documents, involvement in planning inquiry experiences</p> <p>Teachers:</p> <ul style="list-style-type: none"> - planning documents, PL, notes, reporting for students <p>Students:</p> <ul style="list-style-type: none"> - articulate and provide evidence through written work, art work, music etc. their understanding towards a variety of culture - be inclusive to all

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KIS 3 Health and wellbeing	Continue the emphasis on personalization of the curriculum through student agency.
Actions	At Hartwell this year we will focus on the development and incorporation of: <ul style="list-style-type: none"> - Peer Mediators in the playground to solve minor issues amongst students P-2 - Student Led assemblies in Years 2- 6 - Learning and Personal Goals - Teachers will be more explicit with students when they are providing them with voice and agency; i.e. you are now being the opportunity to choose how you want to present your learning
Outcomes	At HPS expects to see the following outcomes (knowledge, skills or behaviours): <p>Leaders will:</p> <ul style="list-style-type: none"> - be create a schedule for Peer mediators to work in the playground - Team leaders will ensure assemblies in their learning communities are student led - Develop a realistic framework and process for goal setting <p>Teachers will:</p> <ul style="list-style-type: none"> - continue to role model, train and mentor the peer mediators - scaffold students with ideas and content for assemblies and provide opportunities for students to practice their skills of speaking and listening - trial goal setting with their students and refine models to suit age level <p>Students will:</p> <ul style="list-style-type: none"> - be able to go to peer mediators for assistance in the yard - peer mediators will be able to confidently resolve minor issues and seek support from teachers for more complex problems, particularly if this involves more than two students - show increased presentation skills and abilities - be able to articulate their learning goals
Success Indicators	Success indicators would include: <p>Leaders: planning documents, data should improve (safety, resilience, speaking and listening)</p> <p>Teachers:</p> <ul style="list-style-type: none"> - planning documents, video of students presenting, learning goal data <p>Students:</p> <ul style="list-style-type: none"> - increased ability in speaking and listening outcomes, students led assembly scripts, peer mediation scripts and notes, visible and being used in the playground