2022 Annual Implementation Plan

for improving student outcomes

Hartwell Primary School (4055)

Submitted for review by Lisa Banks (School Principal) on 23 December, 2021 at 02:08 PM
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 23 December, 2021 at 02:10 PM
Endorsed by Jenny Martin (School Council President) on 24 February, 2022 at 03:06 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Excelling
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The 2021 School Review/School Data/Staff/Student/Parent Surveys indicate that: Teaching and Learning: At Hartwell strong teaching and learning processes are in place. The Leadership Teams across the school work together to provide a consistent program of learning across the school. Our continued work with consultants ensures the school uses best practice and staff have access to coaching and mentoring in order to continue developing teacher efficacy. Assessment: Whilst we have a large number of assessment tools and strategies we continue to review and refine our understanding and use of them to support teaching and learning, cohort tracking and individualising the curriculum. We wish

	to further unpack the use of data in the school to enable teachers and staff to be able to utilise information and for students to be active participants in their learning. Leadership: At Hartwell a clear team structure is in place across the school with opportunities for individual development. There is a strong focus on leadership development to support succession planning as needed. The Principal class, SIT and Team Leaders were together to ensure consistency and enable high standards in all areas across the school. Our review indicated that the culture within the school was positive and productive in all areas. Engagement: Collaboration, communication and consistency of practice is again prioritised to ensure students, staff and the community are well supported. This is clearly evident in the student, staff and parent surveys where our data shows consistently high outcomes and positive connections to the school. Support and Resources: The SRP and Local Budgets are managed with a clear purpose for child-centered learning. Budgets are realigned each year and monitored carefully to ensure human resources and the management of school programs/consumables are targeted and responsive to the teaching and learning programs, AIP and Strategic Plan.
Considerations for 2022	- With falling numbers across the school we will continue to work within our budgets to best to manage the human resources within the school to support student learning. - Continuing to enable teams to work collaboratively together to achieve common goals as set out in the AIP - Reconnecting the community to school life and developing systems that support parents to have a clear understanding and transparency in the learning process. - Acknowledging 100 years of education at Hartwell with our centenary celebrations.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Optimise student learning growth in literacy and numeracy and build the capability of students to be active learners.
Target 2.1	NAPLAN By 2025 increase the percentage of Year 5 students achieving in the top two bands in: - reading from 71% (2021) to 75% - writing from 29% (2021) to 35% - numeracy from 67% (2021) to 70%. By 2025 increase above benchmark growth in: - reading from 43% (2021) to 45%

	• writing from 27% (2019) to 30% • numeracy from 33% (2021) to 35%.
Target 2.2	Teacher judgements By 2025 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: • reading and viewing from 80% (2019 to 2020) to 82% • writing from 78% (2019 to 2020) to 80% • number and algebra from 80% (2019 to 2020) to 82%.
Target 2.3	School Staff Survey (SSS) • By 2025 increase the percentages of positive staff responses to the Teacher collaboration factor from 70% (2020) to 75%.
Target 2.4	Attitudes to School Survey (AtoSS) By 2025 increase the percentages of positive student responses to the following factors: • Differentiated learning challenge from 89% (2021) to 92% • Effective teaching time from 80% (2021) to 85% • Motivation and interest from 78% (2021) to 85%.

Key Improvement Strategy 2.a Evaluating impact on learning	Enhance staff capability to consistently use data to inform evidence-based teaching and learning of a differentiated curriculum.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Focus professional learning for teachers on building the capability of students to be active participants in their learning journey, through self-assessment and reflection.
Key Improvement Strategy 2.c Building practice excellence	Embed agreed processes for feedback, coaching and observations that challenge staff to regularly reflect and improve on their practice.
Goal 3	Create an environment that empowers learners to be actively engaged and connected to their learning.
Target 3.1	AtoSS By 2025 increase the percentages of positive student responses to the following factors: • Student voice and agency from 70% (2021) to 75% • Sense of confidence from 87% (2021) to 90%.
Target 3.2	Parent Opinion Survey (POS) By 2025 increase the percentages of positive parent responses to the following factors: • Student agency and voice from 87% (2020) to 90% • Student motivation and support from 84% (2020) to 87% • Stimulating learning environment from 87% (2020) to 90%.
Key Improvement Strategy 3.a	Develop staff capacity to activate student voice, agency and a culture of leadership in the learning environment.

Empowering students and building school pride	
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement common language, understanding and practices for student voice and agency.
Key Improvement Strategy 3.c Evaluating impact on learning	Investigate, develop and implement best practice methods to measure improvement in student voice and agency in learning.
Goal 4	Strengthen the capabilities of students, necessary to thrive, contribute and respond positively to the challenges and opportunities of life.
Target 4.1	AtoSS By 2025 increase the percentages of positive student responses to the following factors: • Teacher concern from 74% (2021) to 80% • Respect for diversity from 80% (2021) to 85%.
Target 4.2	POS By 2025 increase the percentages of positive parent responses to the following factors: • General satisfaction from 79% (2020) to 82% • Teacher communication from 78% (2020) to 80% • School improvement from 79% (2020) to 82% • Parent participation and involvement from 86% (2020) to 88%.

Key Improvement Strategy 4.a Health and wellbeing	Develop a professional learning plan for health and wellbeing that supports and responds to all student needs.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Further develop an agreed process to ensure all students are supported and engaged in a stimulating learning environment that connects them to the school and community.
Key Improvement Strategy 4.c Building communities	Develop a strategy that strengthens parent communication and their engagement in student learning and wellbeing.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Number: By the end 2022 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in: - number and algebra from 80% to 82% NAPLAN By the end of 2022 increase the percentage of Year 5 students achieving in the top two bands in: - reading from 71% (2021) to 73% - writing from 29% (2021) to 31% - numeracy from 67% (2021) to 70% By the end of 2022 increase above benchmark growth in: - reading from 43% (2021) to 45% - writing from 27% (2019) to 29% - numeracy from 33% (2021) to 35% TEACHER JUDGEMENTS By the end 2022 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in:

			- reading and viewing from 80% to 82% - writing from 78% to 80% - number and algebra from 80% to 82% Wellbeing: AToSS By the end of 2022 increase the percentages of positive student responses to the following factors: - Differentiated learning challenge from 89% (2021) to 90% - Effective teaching time from 80% (2021) to 82% - Motivation and interest from 78% (2021) to 80% - Teacher concern from 74% (2021) to 76% - Respect for diversity from 80% (2021) to 82% By the end of 2022 increase the percentages of positive parent responses to the following factors: - General satisfaction from 79% (2020) to 81% - Teacher communication from 78% (2020) to 80% - School improvement from 79% (2020) to 81% - Parent participation and involvement from 86% (2020) to 88%
Optimise student learning growth in literacy and numeracy and build the capability of students to be active learners.	No	NAPLAN By 2025 increase the percentage of Year 5 students achieving in the top two bands in:	

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| 12 Month Target 1.1 | Number: By the end 2022 increase the percentage mean of students in Years 1-6 achieving at or above expected growth in:
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NAPLAN
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	We aim to further personalize, individualize and differentiate the learning program at Hartwell to ensure every child achieves their optimum growth. WHOLE SCHOOL - Establish and support new Learning Specialists in Literacy and Numeracy - Establish the 2022 student intervention (tutoring) program to support students below or just below the expected standard, particularly in Years 1 and 2 where learning has been impacted due to the pandemic - Provide an extension program for students operating above the standard. - Plan whole school professional learning through coaching and mentoring on identified core-curriculum priority areas CLASSROOM LEVEL - Prioritize curriculum 'essentials': mathematics, reading, writing and number. - Prioritize differentiation through guided reading, guided writing and maths groups - Learning Community/Teams to collaboratively plan and assist in assessing student data INDIVIDUAL AND TAILORED LEVEL With staff input, target support program for students in literacy and number Establish small group intervention programs Prioritize time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Work with ES and other teaching staff to assess learning and map progress against IEP goals At Hartwell teachers use a number of assessments to guide the teaching and learning program. Through discussions in the school

	review, the School Improvement Team and Team Leaders it is evident we have a raft of data for each student and cohort. We wish to now audit the data within the school for purpose and align it to cohort tracking, differentiation for learning and to enable students and teachers to have conversations where student learning goals can be constructed. WHOLE SCHOOL -Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support -Revisit and revise the whole school Assessment Schedule. -Engage with DET EIL to review/audit current HPS assessment practices and by the end of 2022 have a 3 year improvement plan in place. CLASSROOM LEVEL -Learning Community/Teams to collaboratively plan and assist in assessing student data -Establish/Support staff to embed the use of data for reading and writing to inform targeted planning -Develop capacity of teachers to read, analyze and utilize data INDIVIDUAL AND TAILORED LEVEL - Prioritize time for teachers to discuss student progress and achievement - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.
Outcomes	We aim to further personalize, individualize and differentiate the learning program at Hartwell to ensure every child achieves their optimum growth WHOLE SCHOOL: - Teachers will confidently and accurately identify student learning needs - Teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Teachers and support staff will have a consistent understanding of core-curriculum priority areas CLASSROOM LEVEL - Teachers will develop / consolidate an understanding of curriculum essentials - Teachers will consistently implement the agreed assessment schedule - Students will experience success and celebrate the acquisition of knowledge - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers use data to inform their teaching and groupings of students, targeting lessons at point of need INDIVIDUAL AND TAILORED LEVEL - Students in need of targeted academic support or intervention will be identified and supported

	- Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Students and teachers will have more time and opportunities to work on content at the students point of need - Students will know what their next steps are to progress their learning i.e. learning goals Data Literacy WHOLE SCHOOL -Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support -Revisit and revise the whole school Assessment Schedule. -Engage with DET EIL to review/audit current HPS assessment practices and by the end of 2022 have a 3 year improvement plan in place. CLASSROOM LEVEL -Learning Community/Teams to collaboratively plan and assist in assessing student data -Establish/Support staff to embed the use of data for reading and writing to inform targeted planning -Develop capacity of teachers to read, analyze and utilize data INDIVIDUAL AND TAILORED LEVEL - Prioritize time for teachers to discuss student progress and achievement - Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support
Success Indicators	We aim to further personalize, individualize and differentiate the learning program at Hartwell to ensure every child achieves their optimum growth. WHOLE SCHOOL - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies - Student feedback on differentiation, the instructional model, and use of common strategies CLASSROOM LEVEL - Documentation and data from formative assessments - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Differentiated curriculum documents and evidence of student learning at different levels INDIVIDUAL AND TAILORED LEVEL

- Data used to identify students for tailored supports
- Differentiated resources used in tailored supports
- Assessment data and student feedback from intervention groups
- Appointment/staffing of programs
- Progress against IEPs

Data Literacy
WHOLE SCHOOL:
- Teachers will confidently and accurately identify student learning needs through assessment for learning
- Teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons

CLASSROOM LEVEL
- Teachers will consistently implement the agreed assessment schedule
- Students will experience success and celebrate the acquisition of knowledge
- Teachers will provide students with the opportunity to work at their level using differentiated resources
- Teachers use data to inform their teaching and groupings of students, targeting lessons at point of need
- Teachers will support the unpacking of current assessment practices and together will development an improvement plan for the next four years

INDIVIDUAL AND TAILORED LEVEL
- Establish/Support staff to embed the use of data for reading and writing to inform targeted planning
- Develop capacity of teachers to read, analyze and utilize data as appropriate to plan and support students at point of need

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership Team to establish TLI team and identify students	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$107,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
IEPs will be reviewed and reintroduced across the school to support individual needs and the TLI program. Collection of data each term will be undertaken to track progress in the areas of reading, writing and number.	☑ Curriculum Co-ordinator (s) ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Integration Aides/Teacher Aide support will be well managed with clear processes for communication to support students deemed at risk across the school	☑ Education Support ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with EIL to audit and evaluate current assessment practices across the school	☑ Assessment & Reporting Coordinator	☑ PLP Priority	from: Term 1	$0.00

	☑ Assistant Principal ☑ School Improvement Team		to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify 2-3 key actions from audit to further support student learning using data	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
By the end of 2022 a revised assessment schedule will be in place for use in 2023	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure a co-ordinator is in place to offer opportunities for extension of students through PIE (school run program) and Student Excellence Program (HAPL)	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$13,910.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Developing the Whole Child - After the two disrupted years of the pandemic we aim to ensure that strong systems are in place for students to reconnect with school. Common expectations such as the SWPBS and use of restorative practices, circle time activities will be a priority for Hartwell in order to reconnect students positively in the school environment. A focus on the development of social skills in every year level will be considered a priority for 2022 as this is an area that we can now see has been impacted due to the nature of remote learning. Developing skills of collaboration, problem solving and emotional intelligence for each student will be prioritized in 2022. WHOLE SCHOOL Continue to promote whole school practices that include programs such as The Resilience Project, Restorative Practices, Social Skills and Respectful Relationships Whole school focus on consistency and common expectations particularly using the HPS SWPBS Whole school focus on building collaboration and developmental social skills.

| | CLASSROOM LEVEL
Develop a 'Start Up Week' program for the whole school for consistency in expectations in the learning community/building relationships/whole school that incorporates a strong program for the development of social skills
Ensure students feel safe through Circle Times and programs such as the Resilience, Rights & Respectful Relationships Program and Cyber Safe practices – eSmart
Ensure the Health and Lifestyle strand in the Health and Physical Education curriculum is taught at all levels from P-6.
Establish an agreed approach to monitoring and responding to student wellbeing concerns

INDIVIDUAL LEVEL
Build staff capacity to collect, analyse, monitor and respond to student engagement data and gather feedback

Student Voice and Agency - In 2022 we will audit our current practices and systems for providing students with opportunities to develop student voice and agency. Before the pandemic we had explored Teach the Teacher, Peer Mediation and were looking to further develop this area. Professional Learning with consultants, Glen Pearsell, Kath Murdoch and Lyn Watts has been targeted to incorporate and further promote voice and agency within the Hartwell instructional model.

WHOLE SCHOOL
- In 2022 we will run professional learning to identify best practice in student voice and agency
- Staff will be involved in auditing current practices in order to target areas for development
- Develop targets to implement during the year to further develop voice and agency in the year level (considerations given to Junior, Middle and Senior school to add skill and complexity.

CLASSROOM LEVEL
- Year Level teams/specialists will work together to gather data and information to identify student voice and agency
- Year levels teams/specialists will unpack the language of 'voice' and 'agency' to further promote consistent understanding in the school

INDIVIDUAL AND TAILORED LEVEL
- All staff will have consistent understanding and student voice and agency
 - Students will have shared language to explain what voice and agency looks, feels and sounds like |
|---|---|
| **Outcomes** | Developing the Whole Child
WHOLE SCHOOL
Teachers will model and are consistent in agreed routines |

	Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Timetabling and staffing/resourcing will support wellbeing requirements. We will support and assist in shared practice and co-ordination with Respectful Relationships as a Lead School CLASSROOM LEVEL Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Relevant teachers and leaders will implement a homegroup wellbeing program Students will feel supported and engaged in homegroups and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students have a knowledge and respect for diversity INDIVIDUAL AND TAILORED LEVEL Students with acute needs will receive individualized support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more success in learning as a result of personal goal setting Students will feel included, respected and supported as members of their diverse and heterogeneous community Students and families will be connected to allied health and mental health service as appropriate. Student Voice and Agency WHOLE SCHOOL All staff will be able to articulate how voice and agency is used within the school to promote student learning and wellbeing. CLASSROOM LEVEL - Year Levels and Specialists will work with students to provide opportunities in the teaching and learning program to further engage students in their learning / school connectedness for voice and agency INDIVIDUAL AND TAILORED LEVEL - Teachers will have consistent language and understanding in best practice and pedagogy for student voice and agency
Success Indicators	Developing the Whole Child WHOLE SCHOOL Observations of changes to classroom practices Documentation of frameworks, policies or programs

Internal and external professional learning attendance and shared readings for staff are documented
Shared PL goals documented in staff PDPs
Successful development of lead school program in Respectful Relationships

CLASSROOM LEVEL
Students engagement in wellbeing programs
Samples of student work
Documentation of resources for wellbeing and diversity programs
Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns
Documentation of goal setting processes
Teacher surveys on effectiveness of programs, referral process
Teacher reports of student wellbeing concerns

INDIVIDUAL AND TAILORED LEVEL
Data used to identify students in need of targeted support
Data of counselling services accessed by students and families
Student pre and post support surveys

Student Voice and Agency
WHOLE SCHOOL
Learning walks, planning, activities at school will

CLASSROOM LEVEL
- Year Levels and Specialists will work with students to provide opportunities in the teaching and learning program to further engage students in their learning / school connectedness for voice and agency

INDIVIDUAL AND TAILORED LEVEL
- Teachers will have consistent language and understanding in best practice and pedagogy for student voice and agency
- Teachers will be able to increase classroom practice through actions and activities in the learning program
- Teachers will be able to increase classroom practice through actions and activities in the learning program

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a new Wellbeing /Respectful Relationships Co-Ordinator	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$10,000.00

	☑ Principal ☑ School Improvement Team ☑ Wellbeing Team		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
To further teacher pedagogy and instructional practice within the classroom for student engagement through student voice and agency teachers will work with consultant Glen Pearsell	☑ All Staff ☑ School Improvement Team ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
All teaching staff will have the opportunity to work with Lyn Watts to implement student goals in Literacy - reading and writing. Goals will be conferenced, recorded and shared with parents to further promote student engagement and voice and agency	☑ All Staff ☑ School Improvement Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Restorative Practices Training for all new staff	☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$2,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$2,521.00	$5,000.00	-$2,479.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$2,521.00**	**$5,000.00**	**-$2,479.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Integration Aides/Teacher Aide support will be well managed with clear processes for communication to support students deemed at risk across the school	$5,000.00
To further teacher pedagogy and instructional practice within the classroom for student engagement through student voice and agency teachers will work with consultant Glen Pearsell	$10,000.00
Restorative Practices Training for all new staff	$2,500.00
Totals	**$17,500.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Integration Aides/Teacher Aide support will be well managed with clear processes for communication to support students deemed at risk across the school	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		$5,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
To further teacher pedagogy and instructional practice within the classroom for student engagement through student voice and agency teachers will work with consultant Glen Pearsell	from: Term 1 to: Term 3	$0.00	
Restorative Practices Training for all new staff	from: Term 1 to: Term 1	$0.00	
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leadership Team to establish TLI team and identify students	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
IEPs will be reviewed and reintroduced across the school to support individual needs and the TLI program. Collection of data each term will be undertaken to track progress in the areas of reading, writing and number.	☑ Curriculum Co-ordinator (s) ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Integration Aides/Teacher Aide support will be well managed with clear processes for communication to support students deemed at risk across the school	☑ Education Support ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Engage with EIL to audit and evaluate current assessment practices across the school	☑ Assessment & Reporting Coordinator ☑ Assistant Principal	from: Term 1 to: Term 2	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources EIL	☑ On-site

	☑ School Improvement Team				☑ High Impact Teaching Strategies (HITS)	
Identify 2-3 key actions from audit to further support student learning using data	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ School Improvement Team	from: Term 3 to: Term 4	☑ Planning ☑ Design of formative assessments	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources EIL	☑ On-site
By the end of 2022 a revised assessment schedule will be in place for use in 2023	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ School Improvement Team	from: Term 3 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources EIL	☑ On-site
Ensure a co-ordinator is in place to offer opportunities for extension of students through PIE (school run program) and Student Excellence Program (HAPL)	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Establish a new Wellbeing /Respectful Relationships Co-Ordinator	☑ Assistant Principal ☑ Principal ☑ School Improvement Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Departmental resources Respectful Relationships DET Team	☑ Off-site PL as required and Meetings with Network group established Onsite - RRR and Wellbeing to continue to be promoted with Hartwell staff, students and community
To further teacher pedagogy and instructional practice within the classroom for student engagement through student voice and agency teachers will work with consultant Glen Pearsell	☑ All Staff ☑ School Improvement Team ☑ Team Leader(s)	from: Term 1 to: Term 3	☑ Design of formative assessments ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Whole School Pupil Free Day	☑ External consultants Glen Pearsell (2 days)	☑ On-site