

Hartwell Primary School

Strategic Plan

2017-2021

Endorsement	<i>Kris Moore</i>		Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal:	Kris Moore	20/11/17[name] [date][name] [date]
School council:	Trudy Balchin	20/11/2017[name] [date][name] [date]
Delegate of the Secretary:	Irene Harding	20/11/2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The school vision- 'To create a learning community of life-long learners' is outlined in the 'Watermark Document' which is a one page visual representation of the Strategic Plan. This document, distributed annually to current families and given to parents when they decide to enrol their child at Hartwell, is the main way we keep parents informed of the school vision.</p> <p>This document is a living document. Changes have been made refining its content as successive Annual Implementation Plan review processes have taken place, and have identified the need to clarify thoughts and concepts as the school has grown and progressed along its journey.</p> <p>One of the most successful change management strategies adopted by the school has been to ensure this vision increasingly drives all decisions at School Council, leadership and learning community levels. This comprehensive document has underpinned: -</p> <ul style="list-style-type: none"> • Personnel roles within the school • Selection processes • School Policies, Key Improvement Strategies and the subsequent allocations of resources • Pedagogical and reporting frameworks • Staff induction • Professional learning activities • Parent and community communications • Learning community "charters" and planning processes. • Approaches to student welfare and management issues <p>Importantly it has also driven the complexities of building personal and learning relationships between students, staff and parents.</p>	<p>The school values are outlined and defined in the 'Watermark Document'. They include:</p> <ul style="list-style-type: none"> • Respect- for each other and the environment • Co-operation- working collaboratively to achieve common goals, providing support for others and engaging in peaceful resolution of conflict • Integrity-being consistently trustworthy and honest, committing to do the right thing • Empathy-concern for the well-being of yourself and others • Optimism –deliberately developing a positive mindset <p>The values are on display in every learning community and specialist area and are referred to / discussed during circle time sessions and restorative chats. The values are discussed when teachers are working with students to solve social and behavioural issues. They drive the 'day to day' interaction of students and teachers.</p> <p>Each teaching team has a 'Team Charter' that outlines how the teachers in the team will work together and how they will 'live' the school values. As well, we have developed a 'Hartwell Staff Values Statement' outlining staff expectations related to the school values.</p>	<p>Hartwell Primary School is located in the eastern metropolitan suburb of Camberwell in the City of Boroondara. The school was established on its present site in 1922, and has served the Hartwell community for ninety-five years. The school enrolment currently stands at 710. This enrolment level has increased significantly over recent years and is 100 more than when the last Strategic Plan was developed.</p> <p>Hartwell students are predominantly English speaking with a low level of ethnicity, and from socio-economically advantaged homes. The school SFO is 0.1134, slightly less than the average for Boroondara schools. However, it is important to note that the number of families from Asian countries is increasing rapidly and this trend is expected to continue and increase.</p> <p>The original two-storey brick, single classroom structure was converted into multiple flexible learning spaces at all levels across the school. Each learning space (known as a Learning Community) is characterised by three, four or five classroom spaces, a teacher workspace, and outdoor learning and withdrawal areas. Moveable walls enable flexible use of these spaces, and a variety of teaching or meeting areas are used.</p> <p>In 2016, we received a two-storey portable building to accommodate the increased enrolment and another will arrive by the end of term 2, 2017.</p> <p>Teachers at Hartwell regularly engage in teacher teaming practices and rarely teach in isolation. Home groups are formed at each year level, although teachers understand they have a responsibility for their entire cohort.</p> <p>The school enjoys a very high level of parental involvement and our parents really value an excellent education for their children. The school has a high profile within the education community, and enjoys positive relationships with neighbouring schools through school sport, shared extension programs, shared professional learning sessions for teachers and across the Boroondara and Whitehorse network of schools generally.</p> <p>As a result of current initiatives, especially with team teaching and use of flexible space, the school frequently hosts visiting schools seeking advice and support.</p>	<p>Hartwell Primary School is aiming to create a community of life-long learners. Whilst the data for student outcomes is excellent, our aim is for this to be maintained or improved. It is important to ensure the focus on learning programs, professional learning for teachers and processes for teaching and learning currently in place, continues to develop, evolve and thrive. Likewise, the focus on teacher and leadership development will need to be an emphasis to ensure our teachers are well equipped to provide outstanding teaching and learning programs. High quality leadership development will strengthen our ability to have an effective succession plan to cater for changes in staffing at all levels of the school.</p> <p>As a result, we are prioritising the continued development and refinement of a rich, relevant and stimulating learning program, which meets all students' points of need. This will include a continued emphasis on English and Mathematics, together with a greater focus on STEM subjects and global awareness.</p> <p>We believe it is important to develop the whole child emotionally, socially, culturally and intellectually. It is also necessary to prepare every student to successfully navigate pathways in a global, as well as a local community. To do this, students need to be skilled in collaboration, creative problem solving and critical thinking. They will also need to have strong oral and written communication skills.</p> <p>With this in mind, we aim to continue with our current focus on building students' social and emotional wellbeing, across all year levels.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>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.</i></p>	<p>FISO Priority and Initiatives: Excellence in Teaching & Learning:</p> <ul style="list-style-type: none"> ○ Curriculum planning and assessment ○ Building practice excellence. <p>Positive Climate for Learning:</p> <ul style="list-style-type: none"> ○ Empowering students <p>Professional Leadership:</p> <ul style="list-style-type: none"> ○ Instructional and shared leadership 	<p><i>Maintain a rich, relevant, challenging and stimulating learning program that meets all students' point of need.</i></p> <p>Actions</p> <p>Curriculum and Pedagogical Practices</p> <ul style="list-style-type: none"> • Continue the emphasis on literacy and numeracy. • Continue to embed an agreed high impact pedagogical practices that underpin effective teaching and learning, with an emphasis on student agency (demonstrating initiative, acting with purpose, independence and autonomy) <p>Developing Teacher Capacity</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 builds capacity of teachers as instructional leaders, skilled in the giving and receiving of feedback for continuous growth. <p>Developing Leadership Capacity</p> <ul style="list-style-type: none"> • Build the capacity of Learning Community Mentors and Level Leaders to strengthen consistent teacher practice in line with the agreed pedagogical framework. 	<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% 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> <ul style="list-style-type: none"> • Learning Confidence 91.5% • Stimulating Learning 92% • Effective Teaching Time 90.5%
<p><i>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.</i></p>	<p>FISO Priority and Initiatives:</p> <ul style="list-style-type: none"> • Positive Climate for Learning: ○ Empowering students and building school pride ○ Setting expectations and promoting Inclusion ○ Intellectual Engagement and Self Awareness • Community Engagement in Learning: ○ Building Communities 	<p>Key Improvement Strategy Build students' social and emotional wellbeing, across all year levels.</p> <p>Actions</p> <ul style="list-style-type: none"> • 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 and goal setting and flexible use of teacher time. • Develop a whole school approach that supports the growing cultural diversity within the school. 	<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%