2019 Annual Implementation Plan

for improving student outcomes

Cheltenham East Primary School (4754)

AIM HIGH

Submitted for review by Wayne Bach (School Principal) on 14 December, 2018 at 01:52 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Embedding

Enter your reflective comments	In line with the FISO Initiative "Building Practice Excellence" the Leadership Team have led the development of teacher capacity to incorporate student agency into the teaching and learning framework with a focus on the quality of feedback measured by ATSS and Peer Observation sessions in 2018. In the ATTS, effective teaching practice for Cognitive Engagement with Differentiated Learning Challenge, has gone up from 6.8 to 14.6%, Effective Classroom Behaviour from 19.8 up to 53.4, Effective Teaching Time up from 6.3 to 13.1 percentile and Stimulated Learning from 7.3 to 17.4 percentile. Developing Student Agency across the school is still in its infancy, with teacher planners providing evidence of students having more input to the direction of their learning. Staff have trialled various methods of feedback in line with Student Agency both in and out of their classrooms with varying degrees of success. The new Pedagogical Plan and Instructional Model have enabled staff to understand what is required in terms of how the programs should be delivered. As a consequence, this has led to a common understanding of the school direction amongst staff. The roles and responsibilities within the School Leadership Team (SLT) and School Improvement Team (SIT) have been documented and clarified within the Leadership Structure. The SIT team members have driven action plans in Numeracy/Humanities, Literacy and Wellbeing across the school, with routine weekly meetings where actions have been implemented. The connections to the AIP through SIT members improved effectiveness and spread the working load across staff. Inquiry Learning now has a CEPS

	Continuum of Skills to teach, which will ensure a scaffolded learning approach. Staff have access to the scope and sequence documents of English, Maths and Inquiry on the school network drive and use these for their planning in year level learning teams. This has led to more directed teaching across the school as witnessed in walkthroughs.
Considerations for 2020	We will be investigating the way in which we teach writing to our students in 2019. We are currently trending down with writing growth and consequently we will be looking at our program particularly at the strategies teachers are using and We will be looking at how the Positive Behaviour model is being implemented across the school. We currently do not have the important background on this program to run it effectively. Anthony King, who is the co-ordinator across the Region in Positive school behaviour in this area, is coming in to professionally develop staff and making sure we are getting the most out of the program.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To achieve an improved learning growth in all areas of the curriculum
Target 1.1	**To develop a pedagogical plan which encapsulates learning and teaching the 'Cheltenham East' way. This should show a shared understanding and alignment of goals, implementation and assessment by all staff.**
Target 1.2	**Strengthen the professional learning teams by building their capacity to analyse and reflect on data through professional development.**
Target 1.3	**To build the leadership capacity at Cheltenham East PS through professional development which enhances level leaders capacity to lead and implement change including an effective coaching and mentoring program.**
Target 1.4	**Every child at Cheltenham East Primary School to experience at least one year's growth in a calendar year in reading, writing and numeracy over the next four years of the strategic plan. For children on individual learning plans, growth will be assessed individually.**
Target 1.5	**Allocate time for ongoing peer observations and feedback opportunities.**
Key Improvement Strategy 1.a Building practice excellence	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.

Key Improvement Strategy 1.b Building practice excellence	Consolidate and document a whole school approach to the implementation of Cheltenham East Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy model, Science and ICT.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop a whole school plan to ensure data is effectively gathered and analysed to drive teacher planning.
Key Improvement Strategy 1.d Evaluating impact on learning	Collection of data for non mainstream areas.
Key Improvement Strategy 1.e Evaluating impact on learning	Ensure data is effectively gathered and analysed to drive teacher planning.
Key Improvement Strategy 1.f Building communities	Support the school to operate as a Community of Practice through opportunities to build on: - Instructional Leadership - Leading and Sustaining Change - Developing Emotional Intelligence
Key Improvement Strategy 1.g Instructional and shared leadership	Support succession planning through the development of aspirant leaders.
Key Improvement Strategy 1.h Building communities	Strengthen the induction of new teachers into the profession.
Key Improvement Strategy 1.i Strategic resource management	To allocate resources according to Department of Education and Training and school priorities and evaluate their effect using a transparent and accountable annual budgeting process.
Key Improvement Strategy 1.j Instructional and shared leadership	Identify leadership potential in our current staffing profile.
Key Improvement Strategy 1.k	Data will be used to analyse the effectiveness of 'High Impact Teaching Strategies' eg: • Continued use of pre and post testing. • Learning Intentions and Success Criteria used across the curriculum.

Evidence-based high-impact teaching strategies	• Authentic feedback such as 'Thumbs of Understanding' and 'Traffic Lights' trialled and implemented • Data used to identify teaching and learning
Key Improvement Strategy 1.l Building communities	PLTs continue to explore best practice across all areas of the school curriculum mentoring and developing staff to improve whole school practice in a range of areas. This will include: • Teachers developing specific strengths and areas of interest. • PLTs manage staff education and development in a range of curriculum areas at staff meetings and PDs.
Key Improvement Strategy 1.m Instructional and shared leadership	Develop, document and implement a whole school curriculum that includes assessment in literacy, numeracy and inquiry. Build leadership to focus on student learning. What do we want our students to learn? -How will we know they have learned it? -How will we respond when some students don't learn? -How can we extend and enrich the learning for students who have demonstrated proficiency?
Key Improvement Strategy 1.n Building practice excellence	Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum delivery model based on inquiry and instructional practices across the school.
Key Improvement Strategy 1.o Evaluating impact on learning	Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data in literacy, numeracy and inquiry. Introduce school-based professional learning, using teacher inquiry and knowledge building. Implement the GROWTH coaching model across the school.
Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.
Target 2.1	**To plan a consistent whole school approach to Inquiry learning with cross curriculum links to the Victorian Curriculum to stimulate interest, curiosity and to promote questioning, with success measured by improved results in the category of 'connection to learning' from the Attitudes to School survey.**
Target 2.2	**To develop improved student agency including feedback techniques for students through teacher professional development and peer observation sessions with an emphasis on increased student input into their learning.**

Target 2.3	**To write and implement an EAL policy including the documentation of EAL practices and procedures at CEPS.**
Key Improvement Strategy 2.a Global citizenship	Leverage digital tools to connect students to their world.
Key Improvement Strategy 2.b Empowering students and building school pride	Enhance the personalised approach to student learning through Inquiry throughout the school with a particular focus on Literacy, Numeracy and Science.
Key Improvement Strategy 2.c Evaluating impact on learning	Enhance teacher capacity to deliver a differentiated curriculum
Key Improvement Strategy 2.d Evaluating impact on learning	Build staff capacity to have a clear understanding of the Inquiry approach and implement it effectively.
Key Improvement Strategy 2.e Evaluating impact on learning	Evaluate and refine the school's Inquiry curriculum and co-curricular programs to ensure students are challenged to be curious and creative learners.
Key Improvement Strategy 2.f Curriculum planning and assessment	Create an inquiry skills continuum from Foundation to Year 6.
Key Improvement Strategy 2.g Evaluating impact on learning	Collect and analyse data via surveys to determine effectiveness of digital devices to stimulate and enhance student learning and achievement
Key Improvement Strategy 2.h Empowering students and building school pride	Develop student agency to empower students to take responsibility for their own learning.

Key Improvement Strategy 2.i Global citizenship	Leverage digital tools to connect students to their world.
Key Improvement Strategy 2.j Intellectual engagement and self-awareness	Enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers. Enhance teacher capacity to deliver a differentiated curriculum.
Key Improvement Strategy 2.k Building practice excellence	Ensure all staff have a clear understanding of the Inquiry approach and implement it effectively.
Key Improvement Strategy 2.l Empowering students and building school pride	Ensure students have an understanding of learning intentions and have established goals for their learning linked to school priorities as well as success criteria to measure student progress.
Key Improvement Strategy 2.m Parents and carers as partners	Implement three-way conferencing and ensure consistency with this initiative across the school.
Key Improvement Strategy 2.n Parents and carers as partners	Edit enrolment process to ensure the continued identification of EAL students and explanation of EAL continuum to parents at enrolment
Key Improvement Strategy 2.o Setting expectations and promoting inclusion	Write the EAL policy including such things as enrolment assessment and reporting
Key Improvement Strategy 2.p Setting expectations and promoting inclusion	Document EAL practices and processes in regards to the EAL developmental continuum
Key Improvement Strategy 2.q Intellectual engagement and self-awareness	Professional Development on EAL learners, including cultural understanding, the EAL continuum and explicit teaching strategies to meet students' needs

Key Improvement Strategy 2.r Networks with schools, services and agencies	Accessing regional or DET support including interpreters and regional coordinator if possible
Key Improvement Strategy 2.s Networks with schools, services and agencies	If possible, employment of an Aide to support identified EAL learners
Key Improvement Strategy 2.t Setting expectations and promoting inclusion	Revise Individual Learning Plan (ILPs) Process to include EAL students at risk
Key Improvement Strategy 2.u Setting expectations and promoting inclusion	Three goals to successfully integrate EAL students into our school system: 1. Establishment of good practice in relation to management, classroom pedagogy, learning strategies and whole school ethos. 2. Monitoring and evaluation of good practice and its continuous assessment. 3. Integration of the EAL parent community with the teaching of the EAL child in a positive learning partnership.
Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values
Target 3.1	**Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.**
Target 3.2	**Cheltenham East Primary School will work to build strong links between the school, parent and external community, through clear communication, publicised values and clear school wide priorities with the Parent Opinion survey used as a form of measuring improvement.**
Key Improvement Strategy 3.a	Evaluate the vision and values of the school so that they reflect the needs of 21st century learners.

Vision, values and culture	
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Consistently implement and document the whole school approach to student wellbeing
Key Improvement Strategy 3.c Vision, values and culture	Review current student wellbeing programs to ensure they are effective and focus on a whole school approach – including CEPS Values programs
Key Improvement Strategy 3.d Health and wellbeing	Investigate supplementary programs to support students to develop resilience and social skills, and to enhance current practice
Key Improvement Strategy 3.e Intellectual engagement and self-awareness	Build the capacity of students to be socially responsible and respectful in all their relationships.
Key Improvement Strategy 3.f Parents and carers as partners	Improve school and community links through more effective communication including the Dojo communication program.
Key Improvement Strategy 3.g Setting expectations and promoting inclusion	Ensure the school newsletter and website adequately reflect the range of extra-curricular programs being offered by the school.
Key Improvement Strategy 3.h Parents and carers as partners	Allow parents to have greater agency in school decisions and processes where possible.
Key Improvement Strategy 3.i Parents and carers as partners	Continue the CHATS program with amendments to encourage more parent participation in the school particularly with the reading program.
Key Improvement Strategy 3.j Networks with schools, services and agencies	Ensure the school priorities and targets are regularly distributed to parents and the community through newsletters, website and Tiqbiz app.

Key Improvement Strategy 3.k Health and wellbeing	Ensure Cheltenham East Primary School has a consistent approach to teacher empathy and all teachers work to form positive relationships with their students.

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.
To achieve an improved learning growth in all areas of the curriculum	Yes	**To develop a pedagogical plan which encapsulates learning and teaching the 'Cheltenham East' way. This should show a shared understanding and alignment of goals, implementation and assessment by all staff.**	Completed
		Strengthen the professional learning teams by building their capacity to analyse and reflect on data through professional development.	Seek PD on analysing data
		To build the leadership capacity at Cheltenham East PS through professional development which enhances level leaders capacity to lead and implement change including an effective coaching and mentoring program.	Establish coaching opportunities for level leaders
		Every child at Cheltenham East Primary School to experience at least one year's growth in a calendar year in reading, writing and numeracy over the next four years of	Triangulation of data is collected for every child to determine the teaching and learning plan in each KLA

		the strategic plan. For children on individual learning plans, growth will be assessed individually.	
		Allocate time for ongoing peer observations and feedback opportunities.	Establish accountability tables for teachers to seek PDP support and engage with the feedback cycle as both participant and reviewer.
		To plan a consistent whole school approach to Inquiry learning with cross curriculum links to the Victorian Curriculum to stimulate interest, curiosity and to promote questioning, with success measured by improved results in the category of 'connection to learning' from the Attitudes to School survey.	Link all Humanities planners to the capabilities and CEPS skills continuum.
		To develop improved student agency including feedback techniques for students through teacher professional development and peer observation sessions with an emphasis on increased student input into their learning.	Humanities units all demonstrate student agency with assessment built in for student evaluation of their learning journey
		To write and implement an EAL policy including the documentation of EAL practices and procedures at CEPS.	A pedagogical plan for the development of the EAL program at CEPS is implemented.

	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.	Aligment of existing wellbeing supports throughout the school is built into the SWPBS framework.
	Cheltenham East Primary School will work to build strong links between the school, parent and external community, through clear communication, publicised values and clear school wide priorities with the Parent Opinion survey used as a form of measuring improvement.	Identification of staff to manage communication within the community on a wide range of interests and achievements.

Goal 1	To achieve an improved learning growth in all areas of the curriculum	
12 Month Target 1.1	Completed	
12 Month Target 1.2	Seek PD on analysing data	
12 Month Target 1.3	Establish coaching opportunities for level leaders	
12 Month Target 1.4	Triangulation of data is collected for every child to determine the teaching and learning plan in each KLA	
12 Month Target 1.5	Establish accountability tables for teachers to seek PDP support and engage with the feedback cycle as both participant and reviewer.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.	Yes
KIS 2 Building practice excellence	Consolidate and document a whole school approach to the implementation of Cheltenham East Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy model, Science and ICT.	Yes
KIS 3 Curriculum planning and assessment	Develop a whole school plan to ensure data is effectively gathered and analysed to drive teacher planning.	No
KIS 4 Evaluating impact on learning	Collection of data for non mainstream areas.	No
KIS 5 Evaluating impact on learning	Ensure data is effectively gathered and analysed to drive teacher planning.	No
KIS 6 Building communities	Support the school to operate as a Community of Practice through opportunities to build on: - Instructional Leadership - Leading and Sustaining Change - Developing Emotional Intelligence	No
KIS 7 Instructional and shared leadership	Support succession planning through the development of aspirant leaders.	No
KIS 8 Building communities	Strengthen the induction of new teachers into the profession.	No
KIS 9 Strategic resource management	To allocate resources according to Department of Education and Training and school priorities and evaluate their effect using a transparent and accountable annual budgeting process.	No
KIS 10	Identify leadership potential in our current staffing profile.	No

Instructional and shared leadership		
KIS 11 Evidence-based high-impact teaching strategies	Data will be used to analyse the effectiveness of 'High Impact Teaching Strategies' eg: • Continued use of pre and post testing. • Learning Intentions and Success Criteria used across the curriculum. • Authentic feedback such as 'Thumbs of Understanding' and 'Traffic Lights' trialled and implemented • Data used to identify teaching and learning	No
KIS 12 Building communities	PLTs continue to explore best practice across all areas of the school curriculum mentoring and developing staff to improve whole school practice in a range of areas. This will include: • Teachers developing specific strengths and areas of interest. • PLTs manage staff education and development in a range of curriculum areas at staff meetings and PDs.	No
KIS 13 Instructional and shared leadership	Develop, document and implement a whole school curriculum that includes assessment in literacy, numeracy and inquiry. Build leadership to focus on student learning. What do we want our students to learn? -How will we know they have learned it? -How will we respond when some students don't learn? -How can we extend and enrich the learning for students who have demonstrated proficiency?	No
KIS 14 Building practice excellence	Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based curriculum delivery model based on inquiry and instructional practices across the school.	No
KIS 15 Evaluating impact on learning	Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data in literacy, numeracy and inquiry. Introduce school-based professional learning, using teacher inquiry and knowledge building. Implement the GROWTH coaching model across the school.	No

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.	Self evaluation: Data: In 2018 only 12% of year 5 students achieved high relative growth for writing. Strategic Plan goals: Increase the trend towards 25% High Relative Growth for the 2019 year 5 cohort. Diagnosis of issues and actions: -Teachers will use a common language and a consistent model when teaching writing. -Planning documents will reflect the Cheltenham East approach to teaching writing. -Consistent moderation practices employed to lead to more accurate teacher judgments in writing.	
Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.	
12 Month Target 2.1	Link all Humanities planners to the capabilities and CEPS skills continuum.	
12 Month Target 2.2	Humanities units all demonstrate student agency with assessment built in for student evaluation of their learning journey	
12 Month Target 2.3	A pedagogical plan for the development of the EAL program at CEPS is implemented.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Global citizenship	Leverage digital tools to connect students to their world.	Yes
KIS 2 Empowering students and building school pride	Enhance the personalised approach to student learning through Inquiry throughout the school with a particular focus on Literacy, Numeracy and Science.	No
KIS 3 Evaluating impact on learning	Enhance teacher capacity to deliver a differentiated curriculum	No
KIS 4 Evaluating impact on learning	Build staff capacity to have a clear understanding of the Inquiry approach and implement it effectively.	No
KIS 5	Evaluate and refine the school's Inquiry curriculum and co-curricular programs to ensure students are challenged to be curious and creative learners.	No

Evaluating impact on learning		
KIS 6 Curriculum planning and assessment	Create an inquiry skills continuum from Foundation to Year 6.	No
KIS 7 Evaluating impact on learning	Collect and analyse data via surveys to determine effectiveness of digital devices to stimulate and enhance student learning and achievement	No
KIS 8 Empowering students and building school pride	Develop student agency to empower students to take responsibility for their own learning.	No
KIS 9 Global citizenship	Leverage digital tools to connect students to their world.	No
KIS 10 Intellectual engagement and self-awareness	Enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers. Enhance teacher capacity to deliver a differentiated curriculum.	No
KIS 11 Building practice excellence	Ensure all staff have a clear understanding of the Inquiry approach and implement it effectively.	No
KIS 12 Empowering students and building school pride	Ensure students have an understanding of learning intentions and have established goals for their learning linked to school priorities as well as success criteria to measure student progress.	No
KIS 13 Parents and carers as partners	Implement three-way conferencing and ensure consistency with this initiative across the school.	No
KIS 14 Parents and carers as partners	Edit enrolment process to ensure the continued identification of EAL students and explanation of EAL continuum to parents at enrolment	No

KIS 15 Setting expectations and promoting inclusion	Write the EAL policy including such things as enrolment assessment and reporting	No
KIS 16 Setting expectations and promoting inclusion	Document EAL practices and processes in regards to the EAL developmental continuum	No
KIS 17 Intellectual engagement and self-awareness	Professional Development on EAL learners, including cultural understanding, the EAL continuum and explicit teaching strategies to meet students' needs	No
KIS 18 Networks with schools, services and agencies	Accessing regional or DET support including interpreters and regional coordinator if possible	No
KIS 19 Networks with schools, services and agencies	If possible, employment of an Aide to support identified EAL learners	No
KIS 20 Setting expectations and promoting inclusion	Revise Individual Learning Plan (ILPs) Process to include EAL students at risk	No
KIS 21 Setting expectations and promoting inclusion	Three goals to successfully integrate EAL students into our school system: 1. Establishment of good practice in relation to management, classroom pedagogy, learning strategies and whole school ethos. 2. Monitoring and evaluation of good practice and its continuous assessment. 3. Integration of the EAL parent community with the teaching of the EAL child in a positive learning partnership.	No

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.	Self evaluation: Data: Strategic Plan goals: Diagnosis of issues and actions:	
Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values	
12 Month Target 3.1	Aligment of existing wellbeing supports throughout the school is built into the SWPBS framework.	
12 Month Target 3.2	Identification of staff to manage communication within the community on a wide range of interests and achievements.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Evaluate the vision and values of the school so that they reflect the needs of 21st century learners.	No
KIS 2 Intellectual engagement and self-awareness	Consistently implement and document the whole school approach to student wellbeing	No
KIS 3 Vision, values and culture	Review current student wellbeing programs to ensure they are effective and focus on a whole school approach – including CEPS Values programs	No
KIS 4 Health and wellbeing	Investigate supplementary programs to support students to develop resilience and social skills, and to enhance current practice	No
KIS 5 Intellectual engagement and self-awareness	Build the capacity of students to be socially responsible and respectful in all their relationships.	No

KIS 6 Parents and carers as partners	Improve school and community links through more effective communication including the Dojo communication program.	No
KIS 7 Setting expectations and promoting inclusion	Ensure the school newsletter and website adequately reflect the range of extra-curricular programs being offered by the school.	No
KIS 8 Parents and carers as partners	Allow parents to have greater agency in school decisions and processes where possible.	No
KIS 9 Parents and carers as partners	Continue the CHATS program with amendments to encourage more parent participation in the school particularly with the reading program.	No
KIS 10 Networks with schools, services and agencies	Ensure the school priorities and targets are regularly distributed to parents and the community through newsletters, website and Tiqbiz app.	No
KIS 11 Health and wellbeing	Ensure Cheltenham East Primary School has a consistent approach to teacher empathy and all teachers work to form positive relationships with their students.	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.	Self evaluation: Data: Strategic Plan goals: Diagnosis of issues and actions:	

Define Actions, Outcomes and Activities

Goal 1	To achieve an improved learning growth in all areas of the curriculum
12 Month Target 1.1	Completed
12 Month Target 1.2	Seek PD on analysing data
12 Month Target 1.3	Establish coaching opportunities for level leaders
12 Month Target 1.4	Triangulation of data is collected for every child to determine the teaching and learning plan in each KLA
12 Month Target 1.5	Establish accountability tables for teachers to seek PDP support and engage with the feedback cycle as both participant and reviewer.
KIS 1 Building practice excellence	Develop and document an agreed strategy to ensure collaborative teamwork drives high, consistent performance with individual and collective accountability for improving student learning outcomes.
Actions	To build teacher capacity in English through professional development and teacher collaboration by the end of 2019. 1. Analyse current NAPLAN results to identify points of need 2. Ensure all staff are teaching writing according to the Writer's Workshop Model 3. To gain consistency and a common language of teaching practices and strategies when teaching writing across F-6. 4. PLT members and entire staff exposed to rigorous PD given by PLT leaders to upskill them in best practice.
Outcomes	Teachers will be confident to teach writing with improvement in the writing samples being produced NAPLAN data will show improved medium - high relative growth. Staff members will work as a triad in a peer coaching capacity using protocols to conduct their observations. Using the instructional model, teachers will create clear Learning Intentions and Success Criteria that focus on one explicit strategy. Other means of assessment is investigated and trialed throughout the year by staff in order to ascertain what data is produced. Moderation is completed once a term by whole staff and more frequently in learning teams.
Success Indicators	1. In 2018 only 12% of year 5 students achieved high relative growth for writing. Aim would be to trend back towards 25% High Relative Growth for 2019 year 5 cohort. Target is 18% of Year 5 students achieving high relative growth in Writing in 2019. 2. Teachers will use a common language and a consistent model when teaching writing. 3. Planning documents will reflect the Cheltenham East approach to teaching writing. 4. Consistent Moderation Practices - Leading to more accurate teacher judgments in writing. (Supporting Point One)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professionally develop staff to implement a Writing Workshop model to teach Writing F - 6, using the following strategies to teach writing: - 6 + 1 Writing Traits - Scaffolding Literacy (Misty Adeniou's Writing Model) PLT members will investigate the use of the Literacy Toolkit and the Writer's Notebook resources Implementation of PD received in classroom and in staff planning documents.	☑ All Staff ☑ PLT Leaders ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,100.00 ☐ Equity funding will be used
Staff will undertake and promote Peer Observations, and Peer coaching will take place as a designated time allocation. The Principal and Assistant Principal will release teachers on a Tuesday and a Thursday each week.	☑ Literacy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 2 to: Term 3	$395.00 ☐ Equity funding will be used
- Teachers will use common planning documents and tools based on the Victorian Curriculum in order to plan their writing lessons. - Teachers will incorporate HITS to plan authentic lessons for the classroom.	☑ Leading Teacher(s) ☑ Literacy Leader ☑ PLT Leaders	☐ PLP Priority	from: Term 3 to: Term 4	$100.00 ☐ Equity funding will be used
KIS 2 Building practice excellence	Consolidate and document a whole school approach to the implementation of Cheltenham East Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy model, Science and ICT.			
Actions	To build teacher capacity in Numeracy through professional development and teacher collaboration by the end of 2019. 1. Embed consistent use and approach to Essential Assessment across the school. 2. Review the scope and sequence and insert Essential Assessment touch points. 3. Revitalise and relaunch the use of RESCUE (the CEPS approach to problem solving). 4. To develop staff capacity to implement open ended learning tasks in Mathematics. 5. Strong focus on the extension of high achieving students.			

Outcomes	- Level leaders will ensure the consistent use of data to drive teaching and learning in mathematics, leading to effective differentiation. - Scope and Sequence will be adjusted to incorporate the school's use of Essential Assessment. - Teachers will be confident in the delivery of both problem solving and open ended learning tasks in Mathematics. - Students will demonstrate strong learning growth, specifically in PATmaths and NAPLAN assessments.
Success Indicators	1. Teachers have Maths Peer Observations evidence to increase effective teaching of Maths. 2. Reduce the percentage of students achieving Low Relative Growth on Numeracy in NAPLAN. Presently the trend is increasing with 11% LRG in 2016, 14% LRG in 2017 and 27% LRG in 2018. Target 20% of students achieve Low Relative Growth in 2019 on NAPLAN Numeracy testing. 3. PATmaths results in years 3 and 4 show positive 12 month Growth. PATmaths results year growth results over the 2016 - 2017 and 2017 - 2018 periods have shown our year 3 and 4 cohorts score under the expected growth targets (PAT Norms). Target in 2019 for year 3 and 4 to match or exceed the expected 12 month PAT growth.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
The Numeracy PLT will provide professional development on the use of Essential Assessments to staff as a scheduled Staff meeting each term.	☑ Numeracy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$1,185.00 ☐ Equity funding will be used
Numeracy PLT will use Peer Observations to focus on RESCUE and the teaching of problem solving and open ended learning tasks.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Numeracy Leader ☑ PLT Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$790.00 ☐ Equity funding will be used
Continue to support the implementation of 'Number Talks' and 'Open Ended Learning Observations' across CEPS in 2019.	☑ Numeracy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 2	$395.00

				to: Term 4	☐ Equity funding will be used

Goal 2	To ensure students access a safe, happy, stimulating learning environment that encourages them to be confident, resilient and persistent.
12 Month Target 2.1	Link all Humanities planners to the capabilities and CEPS skills continuum.
12 Month Target 2.2	Humanities units all demonstrate student agency with assessment built in for student evaluation of their learning journey
12 Month Target 2.3	A pedagogical plan for the development of the EAL program at CEPS is implemented.
KIS 1 Global citizenship	Leverage digital tools to connect students to their world.
Actions	Cheltenham East Primary School will adopt a consistent teaching and learning framework for ICT, ensuring students accquire crucial digital skills, which they can apply in a range of contexts. The consistent approach to teaching and learning of ICT will also ensure that the students have access to a stimulating and engaging learning environment that leverages their interests and passions. 1. The school to develop a clearly articulated shared vision for ICT in teaching and learning. 2. All teachers to identify and explore digital systems with their students (hardware and software components), explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data. 3. An audit of ICT resources. 4 An ICT Action plan is developed. 5. Build teacher capacity to effectively teach ICT skills to students.The creation of the CEPS ICT Scope and Sequence Document. 6. To continue current budget planning to ensure a steady spending pattern that will achieve the school's goals for ICT integration
Outcomes	1 The school has a clearly articulated shared vision for ICT developed by the ICT committee in teaching, learning as a result of collaboratively consulting with key stakeholders 2 The ICT area has clear actions and a timeline for achieving them through the development of an action plan. 3 eLearning leadership is distributed across the school to ensure the integration of ICT is a focus in planning. 4 The school follows e Smart principles for the smart, safe, responsible use of ICT.

	5 ICT resources are up-to-date and allow the school to respond to modern trends and rapidly take advantage of future improvements in ICT delivery and infrastructure.
Success Indicators	1 An action plan has been developed and implemented across the school 2 Teachers are planning, implementing and evaluating using the newly developed scope and sequence document. 3 Children demonstrate an awareness of e Smart principles and responsible use of ICT through their actions 4 The scope and sequence is being used by all staff to plot student's progress 5 The Effective teaching practice for cognitive engagement (Stimulated learning) on the ATTS rises from 17.1 percentile to 25 percentile.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ICT committee have regular meetings or use email to work on the actions.	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$43,256.00 ☐ Equity funding will be used
ICT hold at least one professional development session per term to educate staff.	☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ Equity funding will be used
Organise a cyber bullying session for parents and children based on e Smart strategies.	☑ PLT Leaders ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used
Goal 3	To develop a cohesive and consistent approach to building students' social and emotional health to reinforce the school's values			

12 Month Target 3.1	Aligment of existing wellbeing supports throughout the school is built into the SWPBS framework.
12 Month Target 3.2	Identification of staff to manage communication within the community on a wide range of interests and achievements.
KIS 1 Health and wellbeing	Ensure Cheltenham East Primary School has a consistent approach to teacher empathy and all teachers work to form positive relationships with their students.
Actions	To build common practices throughout the school that ensure teacher - student relationships are positive and are conducive to happy and healthy students. 1. The Wellbeing PLT will share the CEPS Wellbeing protocols with the teaching staff in 2019. 2. The Wellbeing PLT will provide development and support for the staff in implementing the CEPS Wellbeing protocols. 3. Staff will implement the CEPS Wellbeing protocols in classroom in 2019. 4. The level leaders will contribute to Wellbeing facilitated staff meetings to ensure that good practice is shared among staff.
Outcomes	Teachers will demonstrate greater empathy when dealing with students at Cheltenham East Primary School, developing positive, productive relationships. 1. Teachers will develop a range of strategies to apply in the classroom settings inline with the 6 protocols on the poster. These include - Calm and organised starts to the day - Being punctual and ready to for class - Interacting in a positive and respectful manner - Encourage risk taking in students - Teachers will engage the students - Teachers will facilitate mindfulness, gratitude and empathy. 2. Students will be exposed to a consistent classroom frame work that serves to support the student. 3. Students will have a more positive outlook on their teachers and the relationships they have formed with the teaching staff.
Success Indicators	1. In 2018 only 63% of students (yr 4 - 6) responded positively on the ATOSS pertaining to 'Teacher Concern.' In 2019 the target will be to have that percentage of positive responses increase by 7% to 70%. 2. In 2019 we will see an increase in positive responses on the CEPS 'Yr F - 3' Wellbeing survey.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. The Wellbeing PLT will share the CEPS Wellbeing protocols with the teaching staff in 2019. Termly PD - Focusing on year level groups sharing current effective practice inline with the six Wellbeing poster focuses. What is working effectively in the classrooms? How can it be applied across the school?	☑ PLT Leaders ☑ Team Leader(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,950.00 ☐ Equity funding will be used

2. Staff will implement the CEPS Wellbeing protocols in classrooms in 2019. The Wellbeing PLT will share the Posters and ensure they are displayed in classrooms, providing support, including listing classroom activities across F - 6.	☑ PLT Leaders ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$3,950.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$0.00	$0.00
Additional Equity funding	$35,000.00	$19,235.00
Grand Total	$35,000.00	$19,235.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Intervention & Literacy Support - Hiring of key staff to run the intervention program with students from Foundation to year 6. - Appointment of Learning specialist to co-ordinate the learning intervention program. - Releasing the learning specialist to work with Intervention staff. - Professionally develop the intervention teachers so they deliver a quality program. - Sourcing of new resources to support the delivery of the intervention program.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Assets	$35,000.00	$19,235.00

- Building capacity of all teachers through collaborative sharing				
Totals			$35,000.00	$19,235.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professionally develop staff to implement a Writing Workshop model to teach Writing F - 6, using the following strategies to teach writing: - 6 + 1 Writing Traits - Scaffolding Literacy (Misty Adeniou's Writing Model) PLT members will investigate the use of the Literacy Toolkit and the Writer's Notebook resources Implementation of PD received in classroom and in staff planning documents.	☑ All Staff ☑ PLT Leaders ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Internal staff ☑ Literacy Leaders	☑ On-site
Staff will undertake and promote Peer Observations, and Peer coaching will take place as a designated time allocation. The Principal and Assistant Principal will release teachers on a Tuesday and a Thursday each week.	☑ Literacy Leader ☑ PLT Leaders	from: Term 2 to: Term 3	☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ Teaching partners ☑ Learning Specialist	☑ On-site

The Numeracy PLT will provide professional development on the use of Essential Assessments to staff as a scheduled Staff meeting each term.	☑ Numeracy Leader ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Numeracy PLT will use Peer Observations to focus on RESCUE and the teaching of problem solving and open ended learning tasks.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Numeracy Leader ☑ PLT Leaders ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Continue to support the implementation of 'Number Talks' and 'Open Ended Learning Observations' across CEPS in 2019.	☑ Numeracy Leader ☑ PLT Leaders	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff	☑ On-site
ICT committee have regular meetings or use email to work on the actions.	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ School improvement partnerships	☑ On-site

	☑ Teacher(s)					
ICT hold at least one professional development session per term to educate staff.	☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Organise a cyber bullying session for parents and children based on e Smart strategies.	☑ PLT Leaders ☑ Wellbeing Team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants We are looking at an external organisations eg Victoria police to present	☑ On-site
1. The Wellbeing PLT will share the CEPS Wellbeing protocols with the teaching staff in 2019. Termly PD - Focusing on year level groups sharing current effective practice inline with the six Wellbeing poster focuses. What is working effectively in the classrooms? How can it be applied across the school?	☑ PLT Leaders ☑ Team Leader(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development ☑ Student voice, including input and feedback	☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff	☑ On-site