

School Strategic Plan 2020-2024

Cheltenham East Primary School (4754)



Submitted for review by Wayne Bach (School Principal) on 24 February, 2022 at 02:35 PM

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Awaiting endorsement by School Council President

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School vision	Cheltenham East students are empowered learners who are flexible thinkers with the skills and knowledge to respond critically and creatively to their world.
School values	<p>Our Core Values of Courtesy, Respect, Co-operation and Responsibility guide how we teach, learn and interact at Cheltenham East Primary School.</p> <p>Through the delivery of quality programs, children will excel and realise their potential in a safe, caring and supportive environment, which encourages a positive attitude to learning. Cheltenham East Primary School recognises the importance of the partnership between children, staff, parents and the wider community.</p> <p>Teachers, parents and children have a shared vision where courtesy, respect, co-operation and responsibility are the basis of relationships throughout the community. The school supports the development of lifelong learners, who are encouraged and rewarded in their endeavours to achieve optimal success. By providing challenging, stimulating, purposeful opportunities for all, students are encouraged to build confidence, persistence, assertiveness and determination. Inclusivity is valued through friendship and working cooperatively, accepting individual differences and acknowledging the efforts of others. Teaching and learning at Cheltenham East Primary School encourages students and staff to consider and explore a range of ideas and strategies in the pursuit of success.</p>
Context challenges	<p>Whilst the school has an instructional model in place, further understanding and clarity of the four aspects of the model and the components within is required. Investigation and education on the delivery of the 10 High Impact Teaching Strategies (HITS) will provide a clear link between the school's engagement with the 'Evidence Based High Impact Teaching Strategies' dimension of FISO and improved classroom practice. The HITS are 10 instructional practices that reliably increase student learning wherever they are applied.</p> <p>The school faces challenges specifically in the development of student agency, with a passive approach to learning common throughout the school. The remote learning experience impacted student work habits and behaviours and consequently has resulted in teachers reconsidering their approach to classroom management and pedagogical practice in the classroom space. Voice, agency and leadership represent different aspects of student empowerment. Each aspect relies on a student's belief that they are both supported and empowered, in ways that help them to develop their knowledge, skills and dispositions in the classroom, school and</p>

	<p>community. This requires a deliberate, planned and coherent approach to embedding voice, agency and leadership within a positive climate for learning.</p> <p>The capacity of staff to utilise data within the teaching and learning framework continues to be a focus at the school. Developing further education around the practice of data analysis and ensuring data is used to inform purposeful future learning is required. Planned, methodical and accurate interpretation of the data analysis will enable teachers to understand where learners are in the learning and to set the goals and learning intentions for the next steps in the learning process and plan the learning program.</p>
<p>Intent, rationale and focus</p>	<p>INTENT: Cheltenham East Primary School will use the Framework for Improving Student Outcomes (FISO) to improve student achievement over 3.5 years.</p> <p>RATIONALE: By developing the school's capacity to improve learning and teaching outcomes, Cheltenham East Primary School students will excel and realise their potential. Key directions to influence impact include a Literacy and Numeracy focus, building metacognition to enable student agency and further analysis of data for teachers to plan authentic pathways to learn.</p> <p>FOCUS: The School Strategic Plan (SSP) is an opportunity for the school to track against the goals and targets via the subsequent Annual Implementation Plan (AIP). This helps the school to identify what is working well, what needs to continue, and which areas of the school's work may need to be improved or further developed. It informs decisions relating to priority setting, initiatives, strategies and actions for improvement.</p> <p>PRIORITY 1: Although NAPLAN results show high levels of achievement for Year 3 students in most areas of learning, these levels had decreased over the last planning cycle. They are also lower than levels achieved by similar schools in 2019. For Year 5 students NAPLAN results show high levels of achievement compared to similar schools. *The school's pedagogical plan and differentiation of the curriculum are yet to be fully embedded and evaluated for impact across all areas of literacy and numeracy. There is opportunity to further build staff capability in data literacy to inform planning, differentiate learning and extend students.</p> <p>PRIORITY 2: While student opinion data shows positive trends and improvement across most factors, student voice and agency and the factor question, 'I am learning things that really interest me', reveals lower levels of performance. Parent opinion data shows a similar result for the factor relating to student organisational skills. The school's limited opportunities for students to have input to and ownership of their learning, specifically in areas relating to the co-construction of learning, providing feedback on the experience of learning, understanding and being able to articulate learning progress, and knowing what to do next should be improved. Further student involvement in decisions relating to school planning and improvement are also viable. *The school's student engagement and learning outcomes will further improve by building the capability of students to have voice and agency in their learning.</p>

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Goal 1	Maximise the learning growth of students in literacy and numeracy.
Target 1.1	<p>Student learning – NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none">• Improve the percentage of students achieving above benchmark growth in reading from 22% (2019) to 33% (2024)• Decrease the percentage of students achieving below benchmark growth in writing from 41% (2019) to 15% (2024)• Improve the percentage of students achieving above benchmark growth in numeracy from 13% (2019) to 33% (2024).
Target 1.2	<p>Student learning – Progressive Achievement Testing (PAT):</p> <ul style="list-style-type: none">• Increase the percentage of students achieving a minimum of 12 months growth in PATMaths from 29.76% (2020) to 70% (2024)• Increase the percentage of students achieving a minimum 12 month's growth in PATReading from 50.69% (2020) to 70% (2024).
Target 1.3	<p>Improve the positive response to the following factors in the School Staff Survey:</p> <ul style="list-style-type: none">• Understand how to analyse data from 60% (2020) to >80% (2024)• Staff professional safety from 51% (2019) to >80% (2024)• Professional learning through peer observation from 67% (2020) to >80% (2024)

	<ul style="list-style-type: none"> • Knowledge of high impact teaching strategies from 73% (2020) to >85% (2024).
Key Improvement Strategy 1.a Instructional and shared leadership	Continue to build PLT capacity to drive consistency and the school's improvement agenda including embedding the Improvement Cycle to evaluate and improve practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Further build capacity in the use of data to inform a differentiated curriculum.
Key Improvement Strategy 1.c Evaluating impact on learning	Measure and monitor the impact of the CEPS Pedagogical Plan on teaching and learning.
Goal 2	Increase student connectedness to learning through student voice, agency and leadership.
Target 2.1	<p>Improve the positive response to the following factors in the student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student voice and agency from 73% (2019) to >85% (2024) • I am learning things that really interest me from 74% (2019) to >80% (2024) • Self-regulation and goal setting from 85% (2020) to >90% (2024).
Target 2.2	<p>Improve the positive response to the following factors in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> • Student agency and voice from 71% (2020) to >85% (2024) • Student motivation and support from 72% (2020) to >86% (2024) • Parent participation and involvement from 72% (2021) to >86% (2024).

Target 2.3	<p>Improve the positive response to the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> • Focus learning on real life problems from 67% (2020) to >80% (2024) • Use student feedback to improve practice from 80% (2020) to >90% (2024).
Key Improvement Strategy 2.a Empowering students and building school pride	Improve the knowledge and teaching and learning practice of teachers in student voice, agency and leadership and its application through the CEPS Pedagogical Plan across all learning areas.
Key Improvement Strategy 2.b Empowering students and building school pride	Build the capacity of students to co-design and monitor their learning, collaborating with their teachers to continually improve.
Key Improvement Strategy 2.c Building communities	Enhance learning partnerships and communication between students, parents, the school and wider community.