2022 Annual Implementation Plan

for improving student outcomes

Cheltenham East Primary School (4754)

Submitted for review by Wayne Bach (School Principal) on 03 March, 2022 at 10:49 AM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 03 March, 2022 at 01:53 PM
Endorsed by Angela Berry (School Council President) on 03 March, 2022 at 03:42 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	Emerging
	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	Emerging
	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 | Emerging |
| | 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 | Evolving |
| | 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 | Evolving |
| | 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 | EXCELLENCE IN TEACHING AND LEARNING: The areas of Reading and Numeracy are the key areas for improvement at Cheltenham East PS in 2022. Most of our Key Improvement Strategies, goals and targets will reflect work in well being, Student agency and teaching and learning. The benchmark growth for both areas is poor and PLTs will need to ensure that rigour is happening across the classrooms with actions carried out from the PLT recommendations. PROFESSIONAL LEADERSHIP: The leadership team is continuing to build capacity to review, determine responsibility and share accountability. This is building a clearer understanding of the school's vision, values and culture and the priorities driving the school improvement agenda. The |

	POSITIVE CLIMATE FOR LEARNING: The school proactively involves JSC in decision making about charitable events. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. COMMUNITY ENGAGEMENT IN LEARNING: The school has formalised processes in place to encourage the partnership between student learning, the school and the home. Communication processes throughout the school and into the wider community inform and market the many events and experiences CEPS students have.
Considerations for 2022	The School held its review for 2020 and was able to develop a strategic plan which reflects an emphasis on well being and Student learning for the next four years. The pandemic restrictions have affected the achievements of targets, actions and goals for 2021. As a result we have Department priorities to complete in 2022. The Department has prioritised student well being and student learning with an emphasis on Numeracy for 2022. The considerations around setting the 2022 AIP goals and targets will focus on implementing the second year of the strategic plan and Department priorities. The school has focused its work in first semester around ensuring decodable books are available and that the reading programs are heavily driven by the evidence based approach of the Science of Reading. The Tier 2 funding model has enabled the Literacy Intervention Team to be reset for 2022. This includes initiating a fully resourced MultiLit program inclusive of professional development and staffing to facilitate the program. The Literacy PLT are charged with improving the reading outcomes for all children particularly in the junior grades. They will set the scene for staff on the first curriculum day of the year with professional learning timetabled in. We have engaged Peter Sullivan (Numeracy specialist) to come in as an external presenter and help staff with their planning and implementation of the Numeracy program in Term 3 2022. We will be relying on the Numeracy PLT and our Numeracy Learning Specialist to support staff across the school to deliver improved learning outcomes and improved consistency of program delivery in Numeracy for all children across the school.
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	Maximise the learning growth of students in literacy and numeracy.
Target 2.1	Student learning – NAPLAN Benchmark Growth: • 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 2.2	Student learning – Progressive Achievement Testing (PAT):

	• 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 2.3	Improve the positive response to the following factors in the School Staff Survey: • 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) • Knowledge of high impact teaching strategies from 73% (2020) to >85% (2024).
Key Improvement Strategy 2.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 2.b Curriculum planning and assessment	Further build capacity in the use of data to inform a differentiated curriculum.
Key Improvement Strategy 2.c Evaluating impact on learning	Measure and monitor the impact of the CEPS Pedagogical Plan on teaching and learning.
Goal 3	Increase student connectedness to learning through student voice, agency and leadership.
Target 3.1	Improve the positive response to the following factors in the student Attitudes to School Survey: • 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 3.2	Improve the positive response to the following factors in the Parent Opinion Survey: • 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 3.3	Improve the positive response to the following factors in the School Staff Survey: • 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 3.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 3.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 3.c Building communities	Enhance learning partnerships and communication between students, parents, the school and wider community.

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	NAPLAN Improve the percentage of students achieving above benchmark growth in NAPLAN reading from 16% (2021) to 25% (2022) Decrease the percentage of students achieving below benchmark growth in writing from 24% (2021) to 20% (2022) Improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from 9% (2021) to 26% (2022). PAT Testing Increase the percentage of students achieving a minimum of 12 months growth in PAT Maths from 43% (2021) to 56% (2022) Increase the percentage of students achieving a minimum 12 month's growth in PAT Reading from 50.69% (2021) to 64% (2022) Student Opinion Survey Student voice and agency from 77% (2021) to >81% (2022) I am learning things that really interest me

			from 76% (2021) to >78% (2022) Self-regulation and goal setting from 87% (2021) to >89% (2022)
			Parent Opinion Survey Student agency and voice from 76% (2021) to >81% (2022) Student motivation and support from 77% (2021) to >83% (2022) Parent participation and involvement from 77% (2021) to >83% (2022)
			Staff Opinion Survey (Teacher Focus) Understand how to analyse data from 67% (2021) to >74% (2022) Focus learning on real life problems from 71% (2021) to >75% (2022) Use student feedback to improve practice from 83% (2021) to >86% (2022) Knowledge of high impact teaching strategies from 77% (2021) to >81% (2022)
			Staff Opinion Survey (Leadership Focus) Staff professional safety from 61% (2021) to >71% (2022) Professional learning through peer observation from 67% (2021) to >71% (2022)
Maximise the learning growth of students in literacy and numeracy.	Yes	Student learning – NAPLAN Benchmark Growth: • Improve the percentage of students achieving above benchmark growth in reading from 22% (2019) to 33% (2024)	Improve the percentage of students achieving above benchmark growth in NAPLAN reading from 16% (2021) to 25% (2022) Decrease the percentage of students achieving below benchmark growth in writing from 24% (2021) to 20% (2022)

		• 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).	Improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from 9% (2021) to 29% (2022).
		Student learning – Progressive Achievement Testing (PAT): • 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).	Increase the percentage of students achieving a minimum of 12 months growth in PAT Maths from 43% (2021) to 56% (2022) Increase the percentage of students achieving a minimum 12 month's growth in PAT Reading from 50.69% (2021) to 64% (2022).
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		• Knowledge of high impact teaching strategies from 73% (2020) to >85% (2024).	
Increase student connectedness to learning through student voice, agency and leadership.	Yes	Improve the positive response to the following factors in the student Attitudes to School Survey: • 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).	Student voice and agency from 77% (2021) to >81% (2022) I am learning things that really interest me from 76% (2021) to >78% (2022) Self-regulation and goal setting from 87% (2021) to >89% (2022).
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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.
12 Month Target 1.1	NAPLAN Improve the percentage of students achieving above benchmark growth in NAPLAN reading from 16% (2021) to 25% (2022) Decrease the percentage of students achieving below benchmark growth in writing from 24% (2021) to 20% (2022) Improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from 9% (2021) to 26% (2022). PAT Testing Increase the percentage of students achieving a minimum of 12 months growth in PAT Maths from 43% (2021) to 56% (2022) Increase the percentage of students achieving a minimum 12 month's growth in PAT Reading from 50.69% (2021) to 64% (2022) Student Opinion Survey Student voice and agency from 77% (2021) to >81% (2022) I am learning things that really interest me from 76% (2021) to >78% (2022) Self-regulation and goal setting from 87% (2021) to >89% (2022) Parent Opinion Survey Student agency and voice from 76% (2021) to >81% (2022) Student motivation and support from 77% (2021) to >83% (2022) Parent participation and involvement from 77% (2021) to >83% (2022)

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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.	
Goal 2	Maximise the learning growth of students in literacy and numeracy.	
12 Month Target 2.1	Improve the percentage of students achieving above benchmark growth in NAPLAN reading from 16% (2021) to 25% (2022) Decrease the percentage of students achieving below benchmark growth in writing from 24% (2021) to 20% (2022) Improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from 9% (2021) to 29% (2022).	
12 Month Target 2.2	Increase the percentage of students achieving a minimum of 12 months growth in PAT Maths from 43% (2021) to 56% (2022) Increase the percentage of students achieving a minimum 12 month's growth in PAT Reading from 50.69% (2021) to 64% (2022).	

12 Month Target 2.3	Understand how to analyse data from 67% (2021) to >74% (2022) Staff professional safety from 61% (2021) to >71% (2022) Professional learning through peer observation from 67% (2021) to >71% (2022) Knowledge of high impact teaching strategies from 77% (2021) to >81% (2022).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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.	Yes
KIS 2 Curriculum planning and assessment	Further build capacity in the use of data to inform a differentiated curriculum.	Yes
KIS 3 Evaluating impact on learning	Measure and monitor the impact of the CEPS Pedagogical Plan on teaching and learning.	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.	Progress in relation to this goal has been slowed through the impacts of COVID throughout 2021. PLTs did not have the capacity to meet and follow action plans for the year. This is reflected in the student data in 2021, which has not progressed as planned. There needs to be specific attention to the following areas: * Development of a consistence approach to reading instruction throughout the school. * Better mathematics planning processes, enabling greater depth and rigor within the teaching. * Enhanced coaching program throughout the school to develop the skills of teachers, lead by the learning specialists.	
Goal 3	Increase student connectedness to learning through student voice, agency and leadership.	
12 Month Target 3.1	Student voice and agency from 77% (2021) to >81% (2022) I am learning things that really interest me from 76% (2021) to >78% (2022) Self-regulation and goal setting from 87% (2021) to >89% (2022).	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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.	Yes
KIS 2 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.	No
KIS 3 Building communities	Enhance learning partnerships and communication between students, parents, the school and wider community.	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.	There has been steady progress towards this goal in the SSP, however COVID has prevented the consistent implementation of the Student Instructional Model throughout the school. The school is also in the midst of making changes to selection process and functionality of the Junior School Council. This will ensure greater student voice within the framework of the school and provide genuine opportunity for voice on key issues within the school. There needs to be specific attention to the following areas: * Implementation of the Student Instructional Model throughout the school in 2022. * Adjustment to the school leadership policy and JSC operations ongoing from 2021.	

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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	Staff professional safety from 61% (2021) to >71% (2022) Professional learning through peer observation from 67% (2021) to >71% (2022)
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	The following high level actions will occur in 2022 to drive progress toward the student learning and well being priority goal: * Engagement in Project 22- Numeracy Focus to support schools to improve student learning and outcomes in Numeracy. * Develop the data literacy of teachers to inform evidence based understanding of student learning needs and progress through team and PLT meetings. * Develop data literacy of Education Support staff to inform evidence based understanding of student learning needs and progress. * Develop whole school expectations around the protocols used to identify student learning needs. * Establish/embed consistent approaches to formative assessment and frequent low-stakes testing at each year level. * Establish team planning protocols through a consistent and rigorous agenda to prioritise time for teachers to discuss and adapt strategies for planning to work with individual students.
Outcomes	Leaders will: * Manage Professional learning for staff in formative assessment. (Leading Teacher and Learning Specialists) * Ensure PLTs engage in time-lined action plans which support positive gain to reaching the target goals of the AIP. Teachers will: * Ensure data is displayed and visible at every team planning session for literacy and numeracy in accordance with the team agendas. * Work closely with the tutor attached to students, to follow up on student needs and progress at the teacher's direction in Numeracy. * Consistently and explicitly implement the school's instructional model. * Consistently implement the agreed CEPS assessment schedule and tutor assessments. * Provide students with the opportunity to work at their level using differentiated resources. Students will: * Have clarity about their learning progress * Have the tools and the clarity to articulate the next step on their learning pathway.
Success Indicators	Leaders will: * Support Classroom Observations and participate in Learning Walks which demonstrate the implementation of professional learning strategies. Teachers will: * Connect their teaching units to the formative assessment through their planning and curriculum delivery. * Use data tracking software to view and discuss student progress.

	* Have differentiated curriculum documents and evidence of students learning at different levels on their daily planners. * Moderate to determine progress within classrooms and cohorts as well as whole school. * Achieve the following outcomes: NAPLAN; -Improve the percentage of students achieving above benchmark growth in reading Reading to achieve 25% in 2022 (currently 16% 2021) -Decrease the percentage of students achieving below benchmark growth in Writing to achieve 22% in 2022 (currently 24% 2021) -Improve the percentage of students achieving above benchmark growth in Numeracy to achieve at least: 20% growth in 2022 (currently 9% 2021) PAT: - PATMaths to achieve percentage of CEPS students with 12 months growth: 34% (2021) -> 56% (2022) - PATReading to achieve percentage of CEPS students with 12 months growth: 51% (2021) -> 64% (2022) * Record the following results in the School Staff Survey: -Analysing data at attaining at least at 74% (2022) -Staff professional safety attaining at least at 71% (2022) -Peer Observations attaining at least at 71% (2022) -Understanding of HITS attaining at least at 81% (2022) Students will: * Articulate their next steps on their learning pathway.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
High Abilities Program runs throughout 2022. It is offered to targeted students for extension according to achievement data. * Young Engineer Program to be continued in 2022. * Students from years 4 - 6 with high PAT achievement to be selected for the extension program. * High Abilities Program to focus on creativity in the STEAM space.	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$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

Literacy Intervention Program - continued in 2022. Coordinated by our Literacy Learning Specialist and supported by a staffing profile of 1 x Literacy Intervention Manager and 3 x teachers to implement the Macquarie University MultiLit and MaqLit program. * Individuals and small groups of students being withdrawn from class to focus on foundational literacy skills. * Focus on students who are struggling with reading across the school. Students are selected from data. * Employment of Intervention Specialist (Equity Funding)	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$89,000.00 ☑ 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
Tutor Program begins in 2022 as timetabled: * Small groups of students with similar Numeracy needs released during class-time to work with the tutors. * Focus for the tutors managing students with low learning growth from Nov 2021 - Nov 2022, as measured by PAT/Early Years Numeracy Interview. * Program to be measured with the consistent use of data by tutors. Students complete the program when their individual achievement is aligned with their historical achievement expected outcomes.	☑ Leading Teacher(s) ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$89,097.03 ☐ 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
Project 22 with Cheltenham Secondary College Responsive Implementation Workshops - Simon Breakspear Review structures of the SIT and SLT Develop an if/then statement (theory of action) Develop and plan the actions and decisions required to improve practice to reach the specified focus for improvement. This should include appropriate timelines, responsibilities and resources	☑ Numeracy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ Equity funding will be used

specified for each action. Actions might include: Development of a shared numeracy curriculum plan Moderation of a common assessment task Learning walks and observations across settings Identify the data and evidence that will be tracked across the improvement journey including how and when this will be gathered. Use five-weekly sprints to implement and monitor the plan. Record monitoring in the AIP each Term – schools. Record engagements with schools in SEED – regional staff.	☐ 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	The following high level actions will occur in 2022 to drive progress against the Health and Wellbeing priority of having 'Happy, active and healthy kids': * Incorporate the Respectful Relationships program into other well being programs in the school * Use the Instructional model to guide the Junior School Council decisions for 2022. Considerations must include the rationale and processes to be used, meeting timeline, staffing connection and a whole school understanding of the purpose of this initiative. * Implement SWPBS classroom protocols for self regulation, cognitive attendance and behavioural skills. (Classroom Management) * Class teachers will conduct daily check-ins with at-risk students; ensuring all students know there is someone who cares about them.
Outcomes	Leaders will: * Manage a whole school approach to the School Wide Positive Behaviour System. * Focus on the DET Amplify document to provide education and build the capacity of teachers to incorporate student agency into the learning plans. * Provide education on the implementation of 'trauma informed practice on planning' for learning to occur. * Ensure the Student Instructional Model is adhered to and followed within classrooms. The S I M should be referenced by teachers to encourage positive learning behaviours within the classroom. * Facilitate student forums with the Junior School Council, ensure genuine opportunity to consult on key school matters is provided. For example involved in analysing teaching and learning practices, NAPLAN and AtoSS. Teachers will: * Participate in education driven by the Wellbeing PLT which builds greater relationships and connections between students/families and school.

	* Support the SWPBS strategies to use. * Use Sentral to document student information on their individual file. * Engage students in learning tasks which are suited to peak student interest and curiosity. * Utilise the S I M within their lessons. * Utilise the new leadership policy to select Junior School Councillors. Students will: * Be identified as 'at-risk' and receive targeted support in a timely manner. * Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. * Be active learners within the classroom. * Participate in JSC forums
Success Indicators	Leaders will: * Ensure Student Agency employed throughout all year levels of the school in a variety of ways. * Ensure that staff are using pedagogical (HITS) strategies with students through Learning Intentions and Success Criteria. * See the Junior School Council meeting regularly with local and wider community engagement to impact change. Teachers will: * Ensure their grade is represented by junior school councilors * Have established a process to use Sentral to monitor and document students needing targeted support. * Have established a process to use Sentral to document check-ins for wellbeing. * Establish assessment rubrics of skills where student agency offers a variety of learning modes. Students will: * Articulate a personal connection to their teacher. * Be involved in SWPBS data; conversations/feedback to teachers * Be involved in AToSS data - to see an increase by 5% for the factors managing bullying/effective classroom behaviour. * Give teachers feedback about the learning programs at all year levels - which is positive and enthusiastic. * Student goal setting is linked to the data targets of the AIP. The results of the AtoSS improve the following points: - 'Student voice and agency' from 69% (2021) to >77% (2022). - 'Motivation and Interest' from 78% (2021) to >83% (2022). - 'Self-regulation and goal setting' from 83% (2021) to >87% (2022).

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Ensure the parent community is fully informed of the SWPBS program and particularly about the positive 'I Can' statements the children are learning.	☑ Disability Inclusion Coordinator ☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$100.00 ☐ 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
Create a Junior School Council handbook which includes the rationale and facilitation of actions, who is responsible and who is held accountable to pursue the aims of the student body. Create a yearly schedule overview of the JSC with assigned teachers and School Captains. Establish meeting protocols for the JSC to run by the Leading Teacher.	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$300.00 ☐ 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

Goal 2	Maximise the learning growth of students in literacy and numeracy.
12 Month Target 2.1	Improve the percentage of students achieving above benchmark growth in NAPLAN reading from 16% (2021) to 25% (2022) Decrease the percentage of students achieving below benchmark growth in writing from 24% (2021) to 20% (2022) Improve the percentage of students achieving above benchmark growth in NAPLAN numeracy from 9% (2021) to 29% (2022).

12 Month Target 2.2	Increase the percentage of students achieving a minimum of 12 months growth in PAT Maths from 43% (2021) to 56% (2022) Increase the percentage of students achieving a minimum 12 month's growth in PAT Reading from 50.69% (2021) to 64% (2022).
12 Month Target 2.3	Understand how to analyse data from 67% (2021) to >74% (2022) Staff professional safety from 61% (2021) to >71% (2022) Professional learning through peer observation from 67% (2021) to >71% (2022) Knowledge of high impact teaching strategies from 77% (2021) to >81% (2022).
KIS 1 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.
Actions	The following high level actions will occur in 2022 to drive progress toward maximising learning growth for students in literacy and numeracy: * Development of a consistent approach to reading instruction throughout the school. Key action - UPDATE THE CEPS LITERACY PEDAGOGICAL PLAN FOR 2022 * Improved mathematics planning processes, enabling greater depth and rigor within the teaching. Engagement with Peter Sullivan. * Enhanced coaching program throughout the school to develop the skills of teachers, lead by the learning specialists. * Learning specialists to support the teaching of Numeracy and Literacy skills in the classroom through timetabling for release. * Skills identified for staff development and a strong focus on enhanced capability through peer observations and coaching with the school's learning specialists.
Outcomes	Leaders will: * The Literacy PLT leaders will ensure the new pedagogical approach to reading is followed by all year levels. * Support staff to develop the skills required to teach the CEPS approach to reading. For instance develop strategies to teach phonemes and phonemic and phonological awareness. * Literacy Learning Specialist will coach staff to ensure they have developed their practices when teaching reading. * Numeracy Learning Specialist will work closely year level teams during the planning phase of the teaching and learning process as well as coach teachers in implementing and evaluating their programs. Teachers will: * Provide a consistent to approach to the teaching and learning of Reading and Numeracy. * Building the decoding skills and phonemic awareness in students to ensure they are able to attack texts with confidence. * Continue to have a strong focus on quality literature and the development of comprehension skills. * Plan numeracy with great depth and rigor, ensuring they have clarity over the sequence of learning for each concept. * Plan learning in numeracy which allows for meaningful differentiation. Students will:

	* Experience a consistent approach to the teaching of reading. * Develop decoding and phonemic skills required to read text. * Be engaged in the numeracy curriculum through deep and meaningful lessons. (Required to think)
Success Indicators	Leaders will: * Support Classroom Observations and participate in Learning Walks which demonstrate the implementation of professional learning strategies. Teachers will: * Connect their teaching units to the formative assessment through their planning and curriculum delivery. * Use data tracking software to view and discuss student progress * Have differentiated curriculum documents and evidence of students learning at different levels on their daily planners. * Moderate to determine progress within classrooms and cohorts as well as whole school. * The following student results will be achieved: NAPLAN: -Improve the percentage of students achieving above benchmark growth in reading to achieve: 25% (2022) -Improve the percentage of students achieving above benchmark growth in writing to achieve: 31% (2022) -Improve the percentage of students achieving above benchmark growth in numeracy to achieve: 2% (2022) PAT: - PATMaths to achieve percentage of CEPS students with 12 months growth: 34% (2021) -> 56% (2022) - PATReading to achieve percentage of CEPS students with 12 months growth: 51% (2021) -> 64% (2022) * Record the following results in the School Staff Survey: -Analysing data: 74% (2022) -Staff professional safety: 71% (2022) -Peer Observations: 71% (2022) -Understanding of HITS: 81% (2022) Students will: * Articulate their next steps on their learning pathway.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leaders will: * Guide teachers and PLT Leaders through the FISO Improvement Cycle, questioning and coaching them through the steps. * Support teachers in the creation of clear goal setting documents that support the AIP.	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$300.00 ☐ Equity funding will be used

Teachers will: * Work closely with leaders to develop clear action plans within PLTs. * Monitor progress and make adjustments throughout the Improvement Cycle. Students will: * Experience changes to the teaching and learning practice within the classroom.	☑ Team Leader(s)				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop an induction process to ensure new and returning staff are trained in data analysis and the use of Individual Education Plans. In the induction manual, include a flowchart with explanation about the use of data and its analysis. Revise the current CEPS ILP to reflect the DET IEP of 2021 - distribute to staff. Build greater understanding for staff to connect to the cycle of feedback informing the IEP, student awareness of achievement and continued growth once experiencing feedback - which drives further improvement.	☑ Leadership Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4		$100.00 ☐ 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
Leadership to develop the Professional Development Plan to deliver to staff which includes the DET HITS exploration. Create a timetable for delivery Term 1-Term 4 Focus on Maths Professional Development for staff - engage a noted presenter to review effective teaching practice	☑ All Staff ☑ Leadership Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4		$100.00 ☐ 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 Curriculum planning and assessment	Further build capacity in the use of data to inform a differentiated curriculum.
Actions	The following high level actions will occur in 2022 to drive progress toward a differentiated curriculum. * Develop data literacy of teachers to inform evidence based understanding of student learning needs and progress as well as develop a consistent use of vocabulary around it. * Ensure the Learning Specialists are released on a more frequent basis to work with classroom teachers around data analysis. * Develop data literacy of Education Support staff to inform evidence based understanding of student learning needs and progress. * Develop whole school expectations around the protocols used to identify student learning needs. * Establish/embed consistent approaches to formative assessment and frequent low-stakes testing at each year level. * Establish team planning protocols to prioritise time for teachers to discuss and adapt strategies for planning to work with individual students.
Outcomes	Leaders will: * Manage Professional learning for staff in formative assessment. * Ensure PLTs engage in time-lined action plans and ensure teams are displaying differentiation in weekly planners. Teachers will: * Ensure data is displayed and visible at every team planning session, for literacy and numeracy. * Work closely with the tutor attached to students, to follow up on student needs and progress at the teacher's direction. * Consistently and explicitly implement the school's instructional model * Consistently implement the agreed CEPS assessment schedule and tutor assessments. * Provide students with the opportunity to work at their level using differentiated resources. Students will: * Have clarity about their learning progress * Have the tools to articulate the next step on their learning pathway.
Success Indicators	Leaders will: * Support Classroom Observations and participate in Learning Walks which demonstrate the implementation of professional learning strategies. Teachers will: * Connect their teaching units to the formative assessment through their planning and curriculum delivery.

* Use data tracking software to view and discuss student progress
* Have differentiated curriculum documents and evidence of students learning at different levels on their daily planners.
* Moderate to determine progress within classrooms and cohorts as well as whole school.
* The following student results will be achieved:
NAPLAN;
-Reading to achieve: 25% (2022)
-Writing to achieve: 31% (2022)
-Numeracy to achieve: 20% (2022)
PAT:
-PATMaths to achieve: 43% (2021)
-PATReading to achieve: 57% (2021)
* Record the following results in the School Staff Survey:
-Analysing data: 67% (2021)
-Staff professional safety: 61% (2021)
-Peer Observations: 71% (2021)
-Understanding of HITS: 77% (2021)
Students will:
* Articulate their next steps on their learning pathway.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
High Abilities Program runs throughout 2022 to targeted students offered extension. * Young Engineer Program to be established in 2022. * Students from years 4 - 6 with high PAT achievement to be selected for the extension program. * High Abilities Program to focus on creativity in the STEAM space.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$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

Goal 3	Increase student connectedness to learning through student voice, agency and leadership.
12 Month Target 3.1	Student voice and agency from 77% (2021) to >81% (2022) I am learning things that really interest me from 76% (2021) to >78% (2022) Self-regulation and goal setting from 87% (2021) to >89% (2022).
12 Month Target 3.2	Student agency and voice from 76% (2021) to >81% (2022) Student motivation and support from 77% (2021) to >83% (2022) Parent participation and involvement from 77% (2021) to >83% (2022).
12 Month Target 3.3	Focus learning on real life problems from 71% (2021) to >75% (2022) Use student feedback to improve practice from 83% (2021) to >86% (2022).
KIS 1 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.
Actions	* Professional Learning workshops for all staff around the Department's 'Amplify' document provided by Leadership * Explore and refine feedback methods and processes being used in the classroom through staff workshops * Leadership to continue to work with student leaders and Junior School Council to enable student voice to be heard. Termly forums to take place, to enable student voice to be heard. * Ensure Staff are completing Professional Learning around metacognitive strategies (HITS) in Staff PD and PLT sessions and then using them in their teaching through Peer Observation sessions. * Development of a Student Instructional Model, co-designed by students for students.
Outcomes	PLTs to monitor and refine how their curriculum area is tracking and attending their Action Plan (connected to the AIP). Leaders will: * Ensure PLTs are monitoring and refining their delivery of the pedagogical plan through the SIT team meetings. Teachers will: * Listen to and act on student concerns, leading to better development of communication strategies. This will assist students to feel heard and understand the teaching and learning process includes their opinions. * Use the vehicle of the JSC to promote student voice in the community. * Create clear communication links to demonstrate learning units which have been designed to engage and interest their students. * Guide students to create learning goals which are measurable and the impact is attributable to their own efforts. Students will:

	* Be actively engaged with the planning for their learning. * Are empowered to present their own ideas and develop a strong sense of ownership. * Self-monitor their learning behaviours.
Success Indicators	* The results of the AtoSS improve the following points: 'Student voice and agency' from 73% (2019) to >77% (2021). 'I am learning things that really interest me' from 74% (2019) to >76% (2021). 'Self-regulation and goal setting' from 85% (2020) to >87% (2021). * Student goal setting is linked to the data targets of the AIP.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
* Professional Learning workshops for all staff around the Department's 'Amplify' document provided by Leadership	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$200.00 ☐ 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
* Explore and refine feedback methods and processes being used in the classroom through staff workshops	☑ All Staff ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200.00 ☐ 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	$21,720.00	$21,720.00	$0.00
Disability Inclusion Tier 2 Funding	$83,136.00	$83,136.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$104,856.00**	**$104,856.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy Intervention Program - continued in 2022. Coordinated by our Literacy Learning Specialist and supported by a staffing profile of 1 x Literacy Intervention Manager and 3 x teachers to implement the Macquarie University MultiLit and MaqLit program. * Individuals and small groups of students being withdrawn from class to focus on foundational literacy skills. * Focus on students who are struggling with reading across the school. Students are selected from data. * Employment of Intervention Specialist (Equity Funding)	$89,000.00
Totals	**$89,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Intervention Program - continued in 2022. Coordinated by our Literacy Learning Specialist and supported by a staffing profile of 1 x Literacy Intervention Manager and 3 x teachers to implement the Macquarie University MultiLit and MaqLit program. * Individuals and small groups of students being withdrawn from class to focus on foundational literacy skills. * Focus on students who are struggling with reading across the school. Students are selected from data. * Employment of Intervention Specialist (Equity Funding)	from: Term 1 to: Term 4	$21,720.00	☑ School-based staffing
Totals		$21,720.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy Intervention Program - continued in 2022. Coordinated by our Literacy Learning Specialist and supported by a staffing profile of 1 x Literacy Intervention Manager and 3 x teachers to implement the Macquarie University MultiLit and MaqLit program.	from: Term 1 to: Term 4	$83,136.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Teaching and learning programs and resources •

* Individuals and small groups of students being withdrawn from class to focus on foundational literacy skills. * Focus on students who are struggling with reading across the school. Students are selected from data. * Employment of Intervention Specialist (Equity Funding)			
Totals		$83,136.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
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
Literacy Intervention Program - continued in 2022. Coordinated by our Literacy Learning Specialist and supported by a staffing profile of 1 x Literacy Intervention Manager and 3 x teachers to implement the Macquarie University MultiLit and MaqLit program. * Individuals and small groups of students being withdrawn from class to focus on foundational literacy skills.	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)

* Focus on students who are struggling with reading across the school. Students are selected from data. * Employment of Intervention Specialist (Equity Funding)					
Tutor Program begins in 2022 as timetabled: * Small groups of students with similar Numeracy needs released during class-time to work with the tutors. * Focus for the tutors managing students with low learning growth from Nov 2021 - Nov 2022, as measured by PAT/Early Years	☑ Leading Teacher(s) ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader

Numeracy Interview. * Program to be measured with the consistent use of data by tutors. Students complete the program when their individual achievement is aligned with their historical achievement expected outcomes.					
Project 22 with Cheltenham Secondary College Responsive Implementation Workshops - Simon Breakspear Review structures of the SIT and SLT Develop an if/then statement (theory of	☑ Numeracy Leader ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ SEIL ☑ Teaching partners ☑ Learning Specialist ☑ Maths/Sci Specialist ☑ External consultants SEIL Cheltenham Secondary College colleagues ☑ Departmental resources Project 22 guidance

action) Develop and plan the actions and decisions required to improve practice to reach the specified focus for improvement. This should include appropriate timelines, responsibilities and resources specified for each action. Actions might include: Development of a shared numeracy curriculum plan Moderation of a common assessment task Learning walks and observations across settings Identify the data and evidence that				

will be tracked across the improvement journey including how and when this will be gathered. Use five-weekly sprints to implement and monitor the plan. Record monitoring in the AIP each Term – schools. Record engagements with schools in SEED – regional staff.					
Ensure the parent community is fully informed of the SWPBS program and particularly about the positive 'I Can' statements the children are learning.	☑ Disability Inclusion Coordinator ☑ Leadership Team ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Leadership partners ☑ Internal staff

	☑ Wellbeing Team				
Leaders will: * Guide teachers and PLT Leaders through the FISO Improvement Cycle, questioning and coaching them through the steps. * Support teachers in the creation of clear goal setting documents that support the AIP. Teachers will: * Work closely with leaders to develop clear action plans within PLTs. * Monitor progress and make adjustments throughout the	☑ Leadership Team ☑ Leading Teacher(s) ☑ PLT Leaders ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff ☑ Departmental resources FISO DET resources: https://www2.education.vic.gov.au/pal/fiso/resources ☑ Practice Principles for Excellence in Teaching and Learning

Improvement Cycle. Students will: * Experience changes to the teaching and learning practice within the classroom.					
* Professional Learning workshops for all staff around the Department's 'Amplify' document provided by Leadership	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Communities of Practice	☑ Internal staff ☑ Departmental resources DET 'Amplify' resources: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.education.vi ☑ Pedagogical Model
* Explore and refine feedback methods and processes being used in the classroom through staff workshops	☑ All Staff ☑ Student(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)