

2025 Annual Implementation Plan

for improving student outcomes

Cheltenham East Primary School (4754)



Submitted for review by Robert Ridgway (School Principal) on 07 April, 2025 at 07:05 PM
Endorsed by David Caughey (Senior Education Improvement Leader) on 08 April, 2025 at 10:14 AM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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	
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Future planning	The school completed its 2019-2024 school review in Term 4. Following the review we now have a new SSP and 2025 AIP. The new SSP and work commenced in 2024 has a clear line of sight through the Department's rollout of VTLM 2.0, PCMS and Systematic Synthetic Phonics. This allows us to continue to build on our 2024 progress, utilising the new departmental resources.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Increase learning growth for every student	Yes	By 2028, increase the 2025* percentage of year 5 students achieving NAPLAN above benchmark growth: <ul style="list-style-type: none"> • Writing from xx% to xx% • Numeracy from xx% to xx% *Baseline and target to be determined when data becomes available.	N/A in 2025
		By 2028, increase the 2024 percentage of year 3 students achieving NAPLAN exceeding: <ul style="list-style-type: none"> • Writing from 17% to 30%. 	N/A in 2025
		By 2028, maintain the 2024 percentage of year 5 students achieving NAPLAN exceeding: <ul style="list-style-type: none"> • Writing at 35%. 	N/A in 2025
		By 2028, increase the percentage of students in F to 6 achieving at or above the expected level in literacy and numeracy (Victorian Curriculum, Teacher Judgement): <ul style="list-style-type: none"> • Writing from 17% (2023) to 25%. • *Maths 2.0 from xx% (2025) to xx% *Placeholder target to be confirmed when Maths 2.0 baseline data is available	N/A in 2025

		By 2028, maintain the 2024 percentage positive endorsement on the School Staff Survey: <ul style="list-style-type: none"> • collective efficacy at 90%. 	Maintain the school's 2024 percentage positive endorsement on the School Staff Survey for 'Collective Efficacy' at 90%.
To Optimise student engagement and wellbeing.	Yes	By 2028, maintain the 2024 percentage positive endorsement in the School Staff Survey (SSS): <ul style="list-style-type: none"> • school climate at 80%. 	N/A in 2025
		By 2028, increase the 2024 percentage positive endorsement in the SSS: <ul style="list-style-type: none"> • student feedback from 76% to 80%. 	Increase the 2024 percentage positive endorsement in the SSS of 'Student Feedback' beyond 76%.
		By 2028, increase the 2024 percentage positive endorsement in the student Attitudes to School Survey (AtoSS): <ul style="list-style-type: none"> • Sense of connectedness from 73% to 80% • Sense of confidence from 68% to 75%. 	N/A in 2025

Goal 1	Increase learning growth for every student
12-month target 1.1	N/A in 2025
12-month target 1.2	N/A in 2025
12-month target 1.3	N/A in 2025
12-month target 1.4	N/A in 2025

12-month target 1.5	Maintain the school's 2024 percentage positive endorsement on the School Staff Survey for 'Collective Efficacy' at 90%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Teaching and learning	<ul style="list-style-type: none"> Develop and embed a whole school instructional model that is consistently applied across the school. 	Yes
KIS 1.b Assessment	<ul style="list-style-type: none"> Develop a consistent approach to diagnostic, formative, and summative assessment in Numeracy and Literacy. 	No
KIS 1.c Assessment	<ul style="list-style-type: none"> Develop a consistent pedagogical approach for implementing the whole school Numeracy plan. 	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.	The development and implementation of an updated whole-school instructional model is necessary to ensure greater consistency in teaching practices to generate low variance. It will also support improved student learning outcomes, and strengthen teacher collaboration through PLC's planning for teaching and learning. The school review highlighted inconsistencies in pedagogy, particularly in numeracy and writing, and identified the need for a more structured approach to formative and summative assessments. An evidence-based model will support improved data-driven instruction, and provide greater clarity on how to successfully move between the lesson phases (Gradual Release of Responsibility Model). The timing of this update is ideal, as a model can be developed to align with the Department of Education's release of the Positive Classroom Management Strategies (PCMS). Phonics Reading Position and Victorian Teaching and Learning Model (VTLM) 2.0, ensuring that the school remains at the forefront of best evidence-based practices.	
Goal 2	To Optimise student engagement and wellbeing.	
12-month target 2.1	N/A in 2025	
12-month target 2.2	Increase the 2024 percentage positive endorsement in the SSS of 'Student Feedback' beyond 76%.	
12-month target 2.3	N/A in 2025	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	<ul style="list-style-type: none"> Embed a coherent wellbeing curriculum that supports students to develop personal and social capabilities in learning. 	No
KIS 2.b Engagement	<ul style="list-style-type: none"> Empower all students to become active in their learning. 	Yes
KIS 2.c Engagement	<ul style="list-style-type: none"> Build capacity of staff to maximise student engagement. 	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.	The focus on active participation is to further strengthen and embed the work started in mid-2024. There is also an alignment with the Department of Education's Positive Classroom Management Strategies (PCMS), particularly in enabling optimum 'Opportunities to Respond (OTR)'. It also has a strong alignment with the key improvement strategies (KIS) aimed at staff maximising student engagement. The school review highlighted the need to empower all students to become active in their learning. Additionally, the review identified opportunities to build staff capacity to maximise student engagement, particularly in refining teaching strategies that promote active participation and formative assessment. By embedding these principles within a new instructional model, the school can ensure a more interactive, responsive, and student-centred learning environment, ultimately strengthening engagement and learning outcomes.	

Define actions, outcomes, success indicators and activities

Goal 1	Increase learning growth for every student
12-month target 1.1	N/A in 2025
12-month target 1.2	N/A in 2025
12-month target 1.3	N/A in 2025
12-month target 1.4	N/A in 2025
12-month target 1.5	Maintain the school's 2024 percentage positive endorsement on the School Staff Survey for 'Collective Efficacy' at 90%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<ul style="list-style-type: none"> Develop and embed a whole school instructional model that is consistently applied across the school.
Actions	Develop and embed a whole school instructional model that is consistently applied across the school.
Outcomes	<p>Through the development and implementation of an improved instructional model aligned to VTLM 2.0 and PCMS:</p> <p>Students will:</p> <ul style="list-style-type: none"> - Participate actively in lessons and activities - Offer constructive feedback on instructional practices to help improve the model <p>Staff will:</p> <ul style="list-style-type: none"> - Apply the instructional model consistently in their teaching practices - Participate in ongoing professional development to deepen their understanding and application of the model - Engage in collaborative planning and reflective practices to refine instructional strategies

	<p>PLC Leaders will</p> <ul style="list-style-type: none"> - Lead the focus on the instructional model with their PLCs - Support and monitor staff in the consistent application of the model - Use student data to inform and adjust instructional practices <p>SIT Leaders will:</p> <ul style="list-style-type: none"> - Develop an implementation plan - Ensure the instructional model is being implemented school-wide and aligns with school goals - Allocate resources and support to staff and PLC leaders to facilitate the model's implementation - Continuously evaluate the effectiveness of the instructional model and make necessary adjustments 			
Success Indicators	<ul style="list-style-type: none"> - PLC meeting minutes - Notes from classroom observations and learning walks - DE Survey Data Sets - Planning Documentation - Student Achievement Data - Summative - Formative Assessment Data Sets - SIT and SLT (PLC Leaders) meeting minutes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Provide ongoing support and coaching to PLC leaders to lead the implementation of agreed whole-school instructional practices within their teaching team.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
School Improvement Team to engage with Kingston EIL Paul Dobney to review our current instruction model against VTLM and PCMS and to explore a shift in model to better align our model with the gradual release of responsibility	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Ongoing staff PL on implementing the instructional model with fidelity and consistency across the school.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 2	To Optimise student engagement and wellbeing.			
12-month target 2.1	N/A in 2025			
12-month target 2.2	Increase the 2024 percentage positive endorsement in the SSS of 'Student Feedback' beyond 76%.			
12-month target 2.3	N/A in 2025			
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	<ul style="list-style-type: none"> Empower all students to become active in their learning. 			
Actions	<ul style="list-style-type: none"> - Embed evidence-based teaching and learning practices active participation and checking for understanding, within the school's pedagogical plan - Adjusting the existing school-wide behaviour approach to align with PCMS (PCMS 4) 			
Outcomes	Students will: <ul style="list-style-type: none"> - Actively engage in the opportunities provided to demonstrate their understanding (e.g. pair/share, cold-calling and whiteboard protocols) Staff will: <ul style="list-style-type: none"> - Implement consistent and effective active participation strategies across all year levels - Use a range of formative assessment methods to check for understanding and adjust instruction based on student needs 			

	<p>PLC Leaders will:</p> <ul style="list-style-type: none"> - Facilitate collaborative conversation for PLC team members to share best practices and resources to support each other in embedding strategies for active participation and checking for understanding - Ensure planning documentation evidences active participation and checking for understanding <p>SIT Leaders will:</p> <ul style="list-style-type: none"> - Develop an implementation plan - Provide professional learning to support staff - Monitor progress through learning walks - Provide coaching and modelling 			
Success Indicators	<ul style="list-style-type: none"> - PLC meeting minutes - Notes from classroom observations and learning walks - DE Survey Data Sets - Planning Documentation - Student Achievement Data - Summative - Formative Assessment Data Sets - Capturing PLC inquiry cycles (Problems of Practice) - SIT and SLT (PLC Leaders) meeting minutes 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Ongoing staff PL on strategies for active participation and checking for understanding, and the important connection when the two	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Whole staff observational rounds on 'Active Participation'	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$31,610.40	\$31,610.40	\$0.00
Disability Inclusion Tier 2 Funding	\$150,500.72	\$150,500.72	\$0.00
Schools Mental Health Fund and Menu	\$42,810.37	\$42,810.37	\$0.00
Total	\$224,921.49	\$224,921.49	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Literacy and Numeracy Intervention	\$31,610.40
AP Salary to support Disability Inclusion Profiles	\$42,810.37
Totals	\$74,420.77

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy Intervention	from: Term 1 to: Term 4	\$31,610.40	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
AP Salary to support Disability Inclusion Profiles	from: Term 1		<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Totals		\$31,610.40	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy Intervention	from: Term 1 to: Term 4	\$150,500.72	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher • Education support staff <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
AP Salary to support Disability Inclusion Profiles	from: Term 1 to: Term 4		
Totals		\$150,500.72	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy Intervention	from: Term 1 to: Term 4	\$0.00	
AP Salary to support Disability Inclusion Profiles	from: Term 1 to: Term 4	\$42,810.37	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$42,810.37	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Provide ongoing support and coaching to PLC leaders to lead the implementation of agreed whole-school instructional practices within their teaching team.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources <p>EIL VTLM 2.0 PCMS</p>	<input checked="" type="checkbox"/> On-site
School Improvement Team to engage with Kingston EIL Paul Dobney to review our current instruction model against VTLM and PCMS and to explore a shift in model to better align our model with the gradual release of responsibility	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Education Improvement Leader</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site
Ongoing staff PL on implementing the instructional model with fidelity and consistency across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources <p>EIL VTLM 2.0 PCMS</p>	<input checked="" type="checkbox"/> On-site

Ongoing staff PL on strategies for active participation and checking for understanding, and the important connection when the two	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 PCMS	<input checked="" type="checkbox"/> On-site
Whole staff observational rounds on 'Active Participation'	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources VTLM 2.0 PCMS	<input checked="" type="checkbox"/> On-site