School Strategic Plan 2024-2028

Cheltenham East Primary School (4754)

Submitted for review by Robert Ridgway (School Principal) on 01 December, 2025 at 01:00 PM
Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 02 December, 2025 at 08:31 AM
Endorsed by Hayley Rogers (School Council President) on 02 December, 2025 at 08:56 AM

School Strategic Plan - 2024-2028

Cheltenham East Primary School (4754)

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	Our Core Values of Courtesy, Respect, Co-operation and Responsibility guide how we teach, learn and interact with each other at Cheltenham East Primary School. 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. 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.
Context challenges	- Building the capacity of staff (Teaching and ES) to best support the acadmic and social/emotional needs of students with additional needs and/or disabilities. - Building teacher and student capability to give and receive feedback to improve student learning growth and teaching practice. - Adjusting the existing Instructional Model in alignment with VTLM 2.0 and PCMS. - Embedding the Distributive Leadership Model that builds the capacity of PLC Leaders and Learning Specialists to establish sustainable routines for collaboration, professional development, classroom observations, internal/external programs, PDPs and the modelling of evidence-based pedagogy and systems for effective feedback.

Intent, rationale and focus	Cheltenham East Primary School (CEPS) recently completed a comprehensive review to guide the development of the next School Strategic Plan (SSP) for 2024-2028. The review focused on student learning and wellbeing outcomes, school practices, and future priorities.

Student Learning and Wellbeing Outcomes:

- Literacy and Numeracy: The school aimed to maximise student growth in literacy and numeracy. While some targets were partially met, others were not achieved, largely due to the impact of the COVID-19 pandemic and periods of remote learning.
- Student Connectedness: Efforts to increase student connectedness through voice, agency, and leadership were partially successful. Although some targets were not met, student feedback indicated a positive and inclusive school environment.
- Wellbeing: The school maintained a safe and inclusive environment, with positive relationships between students and staff. However, attendance and engagement remain areas for improvement.

School Practices:

Leadership: The school experienced leadership changes, stabilising with the appointment of a new principal in 2023. This has led to a positive cultural shift and improved staff collaboration.
Teaching and Learning: Classrooms were observed as positive learning environments. The introduction of a phonics program in early years was noted as a positive step. However, there is a need for a more consistent approach to teaching and learning practices.
Assessment: The school has made progress in using data to inform teaching, but there is room for improvement in formative assessment and goal setting.
Engagement: Students were generally engaged and happy at school. The buddy program and specialist classes were highlights. However, there is a need to revisit the School Wide Positive Behaviours Support (SWPBS) program and address behavioural issues.

Focus Areas for the Next SSP:
Numeracy: Strengthening the numeracy program across all year levels.
Literacy (Writing): Continuing to improve writing outcomes.
Data Use: Building staff capacity to collect and analyse data to inform planning.
Wellbeing: Refreshing the SWPBS program, inclusive of enhancing support for neurodiverse students.
Community Engagement - Continue to strengthen the school's diverse and inclusive environment that celebrates cultural awareness and promotes mutual respect. By embracing and valuing the unique backgrounds, traditions, and

	perspectives of all students, staff, and families. Conclusion: The review highlights the school's commitment to providing a positive and inclusive learning environment. While there are areas for improvement, the school is well-positioned to build on its strengths and address challenges in the next strategic plan.

School Strategic Plan - 2024-2028

Cheltenham East Primary School (4754)

Goal 1	Increase learning growth for every student
Target 1.1	By 2028, maintain or increase the 2024 percentage of Year 5 students achieving NAPLAN high relative growth: • Reading from 28% to 30% • Numeracy from 30% to **≥30%**
Target 1.2	By 2028, increase the 2024 percentage of Year 3 and 5 students achieving NAPLAN exceeding: • Year 3 - Numeracy from 24% to 30% • Year 5 - Numeracy from 28% to 30%
Target 1.3	By 2028, reduce the percentage variation of students between the NAPLAN exceeding range and Teacher Judgement above age-expected Level (NAPLAN/Teacher Judgement): • Year 3 Reading 20% to 10% • Year 5 Reading 12% to 10%
Target 1.4	By 2028, maintain the 2024 percentage positive endorsement on the School Staff Survey: • Collective Efficacy at 90%.
Key Improvement Strategy 1.a	• Develop and embed a whole school instructional model that is consistently applied across the school.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a 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	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	• Develop a consistent approach to diagnostic, formative, and summative assessment in Numeracy and Literacy.
Key Improvement Strategy 1.b 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	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	• Develop a consistent pedagogical approach for implementing the whole school Numeracy plan.

Key Improvement Strategy 1.c 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	
Goal 2	To Optimise student engagement and wellbeing.
Target 2.1	By 2028, maintain the 2024 percentage positive endorsement in the School Staff Survey (SSS): • school climate at 80%.
Target 2.2	By 2028, increase the 2024 percentage positive endorsement in the SSS: • student feedback from 76% to 80%.
Target 2.3	By 2028, increase the 2024 percentage positive endorsement in the student Attitudes to School Survey (AtoSS): • Sense of connectedness from 73% to 80% • Sense of confidence from 68% to 75%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	• Embed a coherent wellbeing curriculum that supports students to develop personal and social capabilities in learning.

Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.a 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	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	• Empower all students to become active in their learning.
Key Improvement Strategy 2.b 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	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	• Build capacity of staff to maximise student engagement.
Key Improvement Strategy 2.c	

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	