

2018 Annual Implementation Plan

for improving student outcomes

Cheltenham East Primary School (4754)



Submitted for review by Wayne Bach (School Principal) on 08 December, 2017 at 03:26 PM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 12 December, 2017 at 08:14 AM

Endorsed by Tara McCormack (School Council President) on 21 December, 2017 at 10:47 AM

Self-evaluation Summary - 2018

Cheltenham East Primary School (4754)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>The vision, values and culture area was scored particularly low and the SIT Team felt that our vision and goals weren't being marketed enough. Setting up the entry ways to the school with values, vision etc displayed would communicate a clear message of our school expectations to students, families and visitors.</p> <p>12 Months</p> <p>* The leaders worked with staff to identify learning improvement goals and clarify how planning and teaching aligned with the goals at PDP meetings. They engaged staff in discussions about goal achievement and were available weekly through Peer Observation sessions to discuss and support future directions for classroom practice. Our Staff opinion was very high in Peer observation areas in particular</p> <p>* Leaders communicated a vision for the school and ensured that parents/carers were informed of the AIP, school policies, programs and activities that reflected the school's vision via the website and school newsletters. The school values clearly underpinned the work of the school best demonstrated through the consistent actions the school routinely employed to reinforce positive student wellbeing. Routinely awards encouraged and reinforced the values the school prided itself on. Staff in the school continue to utilise the common language these values promoted to build a unified team of teachers and students who were working towards a common vision and building school connectedness.</p>
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	* Leaders used a collaborative approach to develop a shared vision for the school with whole staff input and workshopping ideas. This worked extremely well as staff felt that they had "Buy in". They provided opportunities for members of the school community to have a voice through consultative processes and open/informal/formal meeting arrangements as requested.
Considerations for 2019	We have visited Westall PS to look at their EAL program and come away with ideas for 2018. We will timetable specialist staff on to work in literacy intervention sessions and EAL sessions. Resources are already being gathered from other schools to use with these children. 1 Inclusive of ILP development and parent meetings to triangulate the communication and unified approach to learning 2 PSG meetings twice a term with clear Agendas and Minutes keeping families and teachers informed and moving positively 3 Classroom support in the form of peers and teaching assistants from Integration Aides and Pre-Service Teaching Volunteers 4 One to one intervention with the class teacher 5 EAL Chatterbox Club to promote English speaking
Documents that support this plan	2017 AIP CEPS MASTER REVIEW 13.09.docx (0.13 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Cheltenham East Primary School (4754)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Achieve a trend of improved learning growth in numeracy.		Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. Achieve 35% high relative growth (3 to 5) in numeracy	Building practice excellence

	<ul style="list-style-type: none"> ○ Embed a consistent approach to teaching and learning of Mathematics at Cheltenham East Primary School using the CEPS Pedagogical Plan. ○ Evidence demonstrates PAT <i>Trend Data in 2018 for Year 3 - 6 Students Numeracy</i> is achieving at least a growth of 12 months. 		<p>- NAPLAN 2018. Currently (2017): Numeracy - 23.7%</p>	
Achieve a trend of improved learning growth in literacy.	<ul style="list-style-type: none"> ○ Develop teacher capacity to implement a SWI/Phonics model F - 6. ○ Teachers have evidence from students of re editing writing using taught strategies from SWI. ○ Improved results in SWST testing. 	Yes	Achieve less than 25% low relative growth (3 to 5) in spelling - NAPLAN 2018. Currently (2017): Spelling - 26.7%	Building practice excellence
Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values, which drives a 5%	<ul style="list-style-type: none"> ○ Facilitate and build the 'Resilience Project' to address 'student motivation and 	Yes	ATSS data - Achieve consistent 'positive responses' of 5% increase in the Attitudes to School survey.	Health and wellbeing

<p>increase in positive responses across the ATSS data.</p>	<p>support' within the CEPS values program.</p> <ul style="list-style-type: none"> ○ Professional learning to enable a focus on teacher concern and empathy in the classroom. ○ Parents indicate greater awareness of whole school wellbeing programs through improved parent opinion data. ○ Implementation of Sentral during 2018 to ensure better tracking of well-being issues. 			
<p>Improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift ATSS data in 'effective teacher practice' and 'teacher-student relations'.</p>	<ul style="list-style-type: none"> ○ Improve student leadership capacity, through the implementation of a mentor program for all year 6 leaders. ○ Implement feedback processes to enable student agency and assess the effectiveness of teaching and learning. ○ Develop teacher capacity to elicit student conversation through quality questioning. ○ Peer observations will focus on the effective implementation of The CEPS - Whole School Instructional Model with an emphasis on HITS. 	<p>Yes</p>	<p>Student Voice and Agency - Achieve 'positive response' increase from 62% - 75% on the Attitudes to School survey.</p>	<p>Empowering students and building school pride</p>

Improvement Initiatives Rationale

The results of the 2017 Attitudes to School Survey were very poor and not in line with teacher perceptions. The well being programs we have in place are many and varied and cater for students' needs. The classroom connection is a concern with Teacher concern particularly low. Our Well Being PLT continues to implement their action plan complete with strategies across the school however the focus will now shift to how the teachers can build stronger and more meaningful connections with the children in the classroom. We are introducing and implementing the Resilience Project to CEPS in 2018.

Goal 1	Achieve a trend of improved learning growth in numeracy.
12 month target 1.1	Achieve 35% high relative growth (3 to 5) in numeracy - NAPLAN 2018. Currently (2017): Numeracy - 23.7%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To build teacher capacity to implement rigour in the assessment of Numeracy F - 6.

Goal 2	Achieve a trend of improved learning growth in literacy.
12 month target 2.1	Achieve less than 25% low relative growth (3 to 5) in spelling - NAPLAN 2018. Currently (2017): Spelling - 26.7%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop teacher capacity to implement and deliver a Structured Word Inquiry/Synthetics Phonics Model F - 6.
KIS 2	Implement the CEPS - Whole School Instructional Model to ensure a consistent approach to the teaching of spelling.

Goal 3	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values, which drives a 5% increase in positive responses across the ATSS data.
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12 month target 3.1	ATSS data - Achieve consistent 'positive responses' of 5% increase in the Attitudes to School survey.
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.
KIS 2	Build the capacity of teachers to implement an approach to classroom management that supports an engaging and productive learning environment.

Goal 4	Improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift ATSS data in 'effective teacher practice' and 'teacher-student relations'.
12 month target 4.1	Student Voice and Agency - Achieve 'positive response' increase from 62% - 75% on the Attitudes to School survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers.
KIS 2	Develop teacher capacity to connect with the students with positive interactions through the delivery of effective feedback and quality questioning.

Define Evidence of Impact and Activities and Milestones - 2018

Cheltenham East Primary School (4754)

Goal 1	Achieve a trend of improved learning growth in numeracy.
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12 month target 1.1	Achieve 35% high relative growth (3 to 5) in numeracy - NAPLAN 2018. Currently (2017): Numeracy - 23.7%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	To build teacher capacity to implement rigour in the assessment of Numeracy F - 6.			
Actions	<ul style="list-style-type: none"> * Maths assessment processes at CEPS will be refined and modified to ensure assessment opportunities are reliable and rigorous. * The Maths PLT will develop and implement the Maths action plan for 2018. * Embed a consistent approach to teaching and learning of Mathematics at Cheltenham East Primary School using the CEPS Pedagogical Plan. * Development of consistent feedback processes for all mathematics lessons. * Continued use of the CEPS Mathematics Scope and Sequence document to easily see the progression and assist in planning teaching and learning programs which meet the diverse needs of students. * The Maths PLT will continue to liaise with staff on best practice through professional learning sessions every third week of the term. 			
Evidence of impact	<ul style="list-style-type: none"> * A consistent approach to Mathematics throughout CEPS, which supports the development and growth of all students. * CEPS teachers are equipped to effectively deliver all elements of the CEPS Whole School Instructional Model, including eliciting meaningful feedback and delivering explicit instruction. * An increase in effective teaching practice for cognitive engagement will be: <ul style="list-style-type: none"> - Effective Teaching Time 75% Positive - Differentiated Learning Challenge 75% Positive - Stimulated Learning 65% Positive - Classroom Behaviour 73% Positive * Improved PAT Maths results - From year 2 – 6 PATmaths scores used to measure growth in months. Aim of 14months in 12months from November 2016 – November 2017. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * Numeracy PLT provide professional development aligned with the CEPS approach to mathematics. * Investigation into the resources for Mathematics assessment F - 6 at CEPS. * Establish common protocols and support teaching staff in 	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>professional learning through peer coaching and observation sessions.</p> <p>* PLT to analyse Data will continue to be used for teaching and learning purposes with pre-testing maintained to ensure students are taught at their point of need. Collation of data allows for effective ZPD work, ensuring growth and improvement no matter the students' entry point into the learning.</p>				
<p>* Continue to implement 'Number Talks' across the school from Foundation to Year 6.</p> <p>* Continue with 'Open Ended Learning' assessments throughout each term, allowing for genuine feedback opportunities on learning throughout a maths unit. Eg. Four-corner placemat sheet used as an exit ticket from learning assessments.</p> <p>* Pre and Post testing to continue termly</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 2	Achieve a trend of improved learning growth in literacy.
12 month target 2.1	Achieve less than 25% low relative growth (3 to 5) in spelling - NAPLAN 2018. Currently (2017): Spelling - 26.7%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop teacher capacity to implement and deliver a Structured Word Inquiry/Synthetics Phonics Model F - 6.
Actions	<ul style="list-style-type: none"> * Develop and implement a SWI/Phonics model through CEPS F-6. * The Literacy PLT develop and implement the Literacy action plan for 2018. * Literacy PLT continue to actively manage and develop the CEPS approach to spelling which includes the development of staff to deliver differentiated SWI and Phonics lessons. * Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing with attention to spelling. * Develop teacher knowledge and capacity to work as effective teams utilising a PLT process, to improve writing outcomes through collaborative planning and assessment practices, including moderation.
Evidence of impact	<ul style="list-style-type: none"> * Improved NAPLAN spelling results will highlight a consistent approach to spelling across CEPS. * Improvement in SWST data

	<ul style="list-style-type: none"> * Improvement of spelling in student writing when teacher moderation occurs * Students actively using taught strategies in writing samples (Anecdotal notes) 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * Facilitate the delivery of expert professional development to build understanding and confidence in teaching SWI and Phonics at CEPS. * Literacy PLT to provide professional development inline with the CEPS approach to literacy. * PLT Leaders to ensure each year level is using the Structured Word Inquiry Y4-6 and including it in planners. * Ensure that trained teachers are released to model SWI and Synthetic phonics to staff. 	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> * Weekly planners reflect a scaffolded approach to achieving the goals of the SWI/Phonics Scope and Sequence document, each term. * Team leaders to ensure the Whole school Instructional model is being followed. * Identify data practices within teams - how is data utilised during planning and throughout the teaching process to support and respond to student needs? * Team leader to ensure the existing assessment schedule is being followed by their team, to reflect current team English assessments * Year level teams to conduct at least one common assessment task each term 	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> * Teachers at CEPS use feedback to direct students to use their SWI/phonics skills and knowledge, to achieve learning growth when writing. * Teachers employ strategies with students from SWI to ensure learning growth is happening 	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used

* Teachers undertake Peer Observations with a focus on phonics lessons (Jnr) and SWI (Snr)				
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Goal 2	Achieve a trend of improved learning growth in literacy.			
12 month target 2.1	Achieve less than 25% low relative growth (3 to 5) in spelling - NAPLAN 2018. Currently (2017): Spelling - 26.7%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Implement the CEPS - Whole School Instructional Model to ensure a consistent approach to the teaching of spelling.			
Actions	<ul style="list-style-type: none"> * Professionally develop staff on the whole school Instructional model * Professionally develop staff in Structured Word Inquiry in Term 1 2018 * Improve induction processes with the inclusion of CEPS Pedagogical Plan and Whole School Instructional model. 			
Evidence of impact	<ul style="list-style-type: none"> * An improvement in teacher effectiveness from at least 82% to 87% on the ATSS * Teachers displaying improved techniques and strategies when teaching spelling during Peer observation sessions. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
* Identify key staff members to present the CEPS Instructional Model in relation to spelling to the staff.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
* Induction processes include defining the content of the CEPS Pedagogical Plan - inclusive of English and the teaching of spelling.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
* Investigate and confirm the booking of an expert in the field of SWI to present and workshop SWI to the teaching staff for curriculum day Jan 28th.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values, which drives a 5% increase in positive responses across the ATSS data.			
12 month target 3.1	ATSS data - Achieve consistent 'positive responses' of 5% increase in the Attitudes to School survey.			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values.			
Actions	<ul style="list-style-type: none"> * Deliver quality programs to build resilience in CEPS students. * The Well being PLT develop and implement an action plan based on student well being. * Integrate the Resilience Project into the CEPS pedagogy in 2018. * Facilitate the delivery of professional development for teachers to build understanding and confidence in engaging with students using: Teacher Empathy, Student Engagement, Teacher Concern, Student Motivation. * Develop a rollout of Sentral which informs staff of its full function throughout 2018. * Use the Well Being tracking component of the Sentral package to have transparency of student well being issues to all staff. 			
Evidence of impact	<ul style="list-style-type: none"> * Average attendance rate for all year levels to be above 90%. * All staff use consistent language from the CEPS Pedagogical Plan, across the school when discussing our curriculum in 2018. * The Attitudes to School Survey improves by 5% in the areas of non experience of bullying and promoting positive behaviour * Staff are using consistent vocabulary around the social well being of our students. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
* Implementation of the Resilience Project booked and organised for 2018 by the Wellbeing team	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,900.00 <input checked="" type="checkbox"/> Equity funding will be used
* Continuation of student focused well-being programs in 2018 including CEPS Kids are Friendly Kids, School Wide Positive Behaviour Program, Peaceful Kids Peaceful Classrooms. * Staff to continue with Learning Circles for at least one session per week to sort through issues and to provide 'student voice'.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50.00 <input type="checkbox"/> Equity funding will be used

* Staff professional development arranged to focus on: Teacher Empathy, Student Engagement, Teacher Concern, Student Motivation to be organised by the Wellbeing team. * Internal PD on classroom engagement strategies taken by the Well being team	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
* Increase parent awareness of the rationale behind the school well-being programs currently offered at CEPS by the Wellbeing team through Year level and school newsletters, Dojo and Sentral.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
* Sentral Program - Liaison appointed and an implementation schedule to be developed to follow in 2018.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$9,300.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Embed a consistent approach to building students' emotional and social wellbeing, in line with our school values, which drives a 5% increase in positive responses across the ATSS data.
12 month target 3.1	ATSS data - Achieve consistent 'positive responses' of 5% increase in the Attitudes to School survey.
FISO Initiative	Health and wellbeing
Key Improvement Strategy 2	Build the capacity of teachers to implement an approach to classroom management that supports an engaging and productive learning environment.
Actions	<ul style="list-style-type: none"> * The use of mindfulness practises in the classrooms will provide CEPS students a developing emotional self awareness. * Ensure that behaviour management strategies are consistent across the whole school. * Ensure that classroom management is included in the Induction Process for new staff. * CEPS will notice special event days of global significance and whole school awareness programs, to develop understanding of our place in our world. * CEPS continues to promote and build on the Positive School-Wide Behaviour Program, including teaching to the behaviour matrix at every opportunity
Evidence of impact	<ul style="list-style-type: none"> * The area of Student Connectedness in the Parent Opinion Survey increases to at least the third quartile. * The area of Student Agency increases to the third quartile on the Parent Opinion Survey * Staff are able to demonstrate connectedness to their students.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>* Provide staff with ongoing professional development and resources to support classroom management, inclusive of the Restorative Justice approach CEPS follows.</p> <p>* Wellbeing PLT leader(s) to reinforce and support the necessity of year level Team Leaders to plan their team's approach to the Positive School-Wide Behaviour Program and CEPS Kids and Friendly Kids in a way which scaffolds their student's understandings and is developmentally appropriate.</p>	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used
<p>* Ensure the Induction Pack includes 'readings' on classroom management and the programs used at CEPS to attend to student wellbeing</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$50.00 <input type="checkbox"/> Equity funding will be used
<p>* Special event days which are supported by DET are noticed at CEPS. The Wellbeing PLT works to align whole school activities with global issues.</p>	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift ATSS data in 'effective teacher practice' and 'teacher-student relations'.
12 month target 4.1	Student Voice and Agency - Achieve 'positive response' increase from 62% - 75% on the Attitudes to School survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Enhance the personalised approach to student learning through Inquiry, by fostering opportunities to be curious and creative learners and thinkers.
Actions	<ul style="list-style-type: none"> * Develop units of work through Humanities which inspire curiosity and agency in our students. * Develop a framework model which considers student capacity and capability, to address agency and accountability to a task. * Build the capacity of teachers to explore and investigate the facilitation of student agency in their classrooms.

Evidence of impact	<ul style="list-style-type: none"> * Student Agency will increase with students having a more active role in both 'teaching and learning' and extra curricular activities. * Students will develop a strong connection to both the school and their teacher, with teachers active seeking to engage the students in the 'co-design' of the learning experiences in class. * Students ATSS data will reflect greater ownership of their learning, with improving teacher-student connectedness. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
* Year 6 Passion Projects program implemented for 2018 and documented.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
* Each PLT to set a framework for the embedding of feedback as common practice across the school.	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
* Use Peer Observations across the school to share teacher expertise and reflective practice amongst colleagues. * Humanities unit planners show evidence of planning for student agency - with flexibility within the unit for exploration which is guided by students.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	Improve the facilitation of 'student agency' in the CEPS - Whole School Instructional Model, to lift ATSS data in 'effective teacher practice' and 'teacher-student relations'.
12 month target 4.1	Student Voice and Agency - Achieve 'positive response' increase from 62% - 75% on the Attitudes to School survey.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Develop teacher capacity to connect with the students with positive interactions through the delivery of effective feedback and quality questioning.

Actions	<ul style="list-style-type: none"> * Feedback processes across the school (F-6) are clearly defined at each year level and for each curriculum area. * Implement and develop teacher capacity to deliver quality questioning. * Observational rounds are a regular practice at CEPS. 			
Evidence of impact	<ul style="list-style-type: none"> * Teacher's across all year levels have clear expectations about the feedback used in each curriculum area at their teaching level. * Evidence of feedback between teachers and students, across all areas of the curriculum, is visible in all classrooms F-6. * Teachers maintain a respectful, trusting learning environment in which students feel confident to contribute. * The Attitudes To School Survey 'positive response' data for developing student voice and agency will measure higher than 2017 at 62%. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<ul style="list-style-type: none"> * A key focus area of Peer Observations is for teacher's to build their capacity to question effectively. * Teachers introduce protocols which are framed in ways that encourage students to respect the rights of others to hold differing views. * Protocols for appropriate feedback are established in classrooms by teachers, encouraging all students to contribute, to extend and deepen their thinking, to correct misunderstandings, to acknowledge their learning, and to support students to generate their own questions that lead to further inquiry. 	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Cheltenham East Primary School (4754)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
* Investigate and confirm the booking of an expert in the	Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

field of SWI to present and workshop SWI to the teaching staff for curriculum day Jan 28th.		to: Term 1	<input checked="" type="checkbox"/> Preparation		Lyn Anderson	
* Implementation of the Resilience Project booked and organised for 2018 by the Wellbeing team	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Teaching partners <input checked="" type="checkbox"/> External consultants Resilience Project partner	<input checked="" type="checkbox"/> On-site
* Staff professional development arranged to focus on: Teacher Empathy, Student Engagement, Teacher Concern, Student Motivation to be organised by the Wellbeing team. * Internal PD on classroom engagement strategies taken by the Well being team	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
* Increase parent awareness of the rationale behind the school well-being programs currently offered at CEPS by the Wellbeing team through Year level and school newsletters, Dojo and Sentral.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
* Sentral Program - Liaison appointed and an implementation schedule to be developed to follow in 2018.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

[2017 AIP CEPS MASTER REVIEW 13.09.docx \(0.13 MB\)](#)