

Annual Implementation Plan: for Improving Student Outcomes

School name: Cheltenham Primary School

Year: 2017

School number: 84

Based on strategic plan: 2016-2019

Endorsement:

Principal Bronwyn Morgan

February 2017

Senior Education Improvement Leader Sarah Burns

February 2017

School council Peter Cutting

February 2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals
<ul style="list-style-type: none"> To improve student outcomes in Numeracy. To improve student outcomes in Literacy with a continued focus on Writing.

Improvement Priorities	Improvement Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Cheltenham Primary School has selected the priority "Building practice excellence"; '*...the greatest effects on student learning occur when the teachers become learners of their own teaching...*' (John Hattie: Visible Learning, 2009: page22.) We considered that a focus on this priority would have the highest possible effect on student academic, social and emotional wellbeing and engagement.

The school's comprehensive school review in 2015 in consultation with the whole school community, explored all achievement data and evidence as supplied through the school report and school review processes.

The school review panel recommended the following:

Student Achievement goals:

- To improve student outcomes in Numeracy.
- To improve student outcomes in Literacy with a continued focus on Writing.

Possible Target Areas:

- Student Achievement levels in Speaking and Listening, Spelling, Grammar and Number show increased levels of growth from Foundation to Year 6 based on teacher judgements against the AusVELS.
- Student growth in NAPLAN Years 3 and 5 indicates that an additional 10% of students are achieving High Growth in all areas over the next four years.
- Increase the number of students achieving above indicative mean levels in Science by at least 20% over the next four years (based on 2014 AusVELS levels). **It is acknowledged that only two of the three Science strands were reported on in this year.*



The following actions were recommended in the school's new Strategic Plan 2016-2019

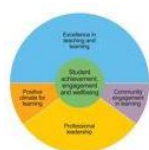
- Consolidate the variety of excellent teaching practices into an agreed Cheltenham Primary School model for exemplary teaching.
- Closely monitor individual student achievement data to guide explicit instruction toward improved growth, catering for all levels of competency.
- Develop a whole school plan toward adoption of a Science, Technology, Engineering, Arts and Mathematics (STEAM) Framework.
- Investigate avenues to further support improved Numeracy across the school.
- Audit current Writing instruction approaches to consolidate the whole school approach.
- Develop a Speaking and Listening rubric to guide a breadth of assessment in Speaking and Listening.

In 2016, our focus was developing a whole school plan towards the adoption of a Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum framework. 100% of staff were trained in problem-based learning, a whole school common inquiry approach. Two STEAM implementation pilot projects were implemented F-6. A review of each of these pilot projects by the STEAM professional learning team saw the introduction of 'success criteria' and 'learning intentions' F-6 to make explicit the task for students. A whole school curriculum audit was conducted focused on alignment to the Victorian Curriculum and STEAM. Through the Annual Implementation review process, in consultation with the Senior Education Improvement Leader(SEIL), and analysis of the *Attitudes to School* and Parent *Opinion Surveys* there is a continued need for improvement in the areas of Teacher Effectiveness and Teacher Empathy. An analysis of student achievement data in Speaking and Listening and Writing in Years 1 and 2 indicates a difference in AusVELS teacher judgements with a high proportion of students (75-85% assessed 'at standard'. This will be a focus for improvement in 2017.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> • An agreed exemplar Cheltenham Primary School model for exemplar learning and teaching within a STEAM framework • A Science, Technology, Engineering, Arts, Mathematics (STEAM) framework



Framework for Improving Student Outcomes

Published: February 2017



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve student outcomes in Numeracy. To improve student outcomes in Literacy with a continued focus on Writing. 						
IMPROVEMENT INITIATIVE		<i>Building practice excellence</i>						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Student achievement levels in Speaking and Listening, Writing and Number show increased levels of growth from Foundation to Level 6 based on teacher judgements against the Victorian Curriculum. Student growth in NAPLAN Years 3 and 5 will indicate that an additional 10% of students are achieving High Growth in all areas over the next four years. Staff opinion survey results in the area of Collective Focus on Student Learning to be above State means. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Student achievement levels in Speaking and Listening in Years 1 and 2 to show improved spread in performance over the next 12 months. In 2016, 84.1% of cohort assessed at level (Year 1) and 78.95% assessed at level (Year 2). Student achievement levels in Writing in Year 2 to show improved spread in performance over the next 12 months. In 2016 75% of cohort assessed at level. Student growth in NAPLAN Years 3 and 5 will indicate that an additional 3% of students are achieving High Growth in all areas over the next 12 months. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
An exemplar teaching and learning model within a STEAM framework	<p>Research different teaching models from other educational settings</p> <p>View movie: <i>What makes the best schools</i></p> <p>Develop an agreed understanding of engagement as it relates to teaching and learning.</p> <p>Develop an agreed understanding of differentiation as it relates to teaching and learning.</p>	Principal SIT team Leadership team All staff	December	<p>6 months:</p> <p>100% of staff have viewed 'What makes the best schools'</p> <p>100% of staff contributed to agreed definition of engagement and differentiation as it relate to teaching and learning</p> <p>100% of staff attending schedule of professional learning workshops on exemplar teaching and learning and creating an optimal learning environment</p> <p>Staff, student and community surveyed</p>	● ● ●	<ul style="list-style-type: none"> Schedule of Professional Learning and attendance PLT strategic plans, schedule of meetings and agendas Teacher Performance & Development plans include <ul style="list-style-type: none"> Student Feedback Surveys Course documentation, Assessment rubrics Use of data. 	\$10000	
	<p>Professional Learning schedule of workshops on exemplar teaching and learning – school based, school visits, etc.</p> <p>Whole staff professional learning on 21st teaching and learning and creating an optimal learning environment</p> <p>Investigate/create/innovate consistent planning documentation – whole school, level and class</p> <p>Survey staff, students and community</p> <p>Staff to be coached/mentored and trained in the model by the SIT, PLTs and outsourced providers.</p>			<p>12 months:</p> <p>Exemplar teaching and learning model launched</p>				



Continue to implement and consolidate a whole school Science, Technology, Engineering, Arts, Mathematics curriculum framework	Implement two STEAM projects F-6 per year including pre and post feedback from students and staff	STEAM Leader STEAM PLT	December	6months:	● ● ●	<ul style="list-style-type: none"> Teacher Performance & Development plans include <ul style="list-style-type: none"> STEAM focus, specifically assessment and monitoring 	\$20000	
	Implement STEAM within specialist programs			STEAM focus in all specialist teaching programs				
	Student EXPOs to promote community engagement in learning			100% of staff participating in digital technology professional development day – using digital technologies within a STEAM framework				
	Consolidate success criteria and learning intentions			12months:	● ● ●			
	Implement consistent planning documentation for STEAM units with a focus on 21 st century skills and student feedback			100% of staff have received professional learning in consistent assessment and monitoring practices for problem based learning from outsourced consultant				
	Introduce consistent assessment and monitoring practices for problem based learning							

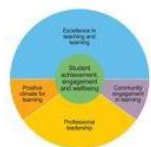


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To enhance the engagement of students of all abilities in their learning. 						
IMPROVEMENT INITIATIVE		Building practice excellence						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Implement systems and approaches that give students a say in the decisions that affect their learning and their lives at school. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Increase the Attitudes to School Survey teacher variables for Teacher Empathy and Teacher Effectiveness from within the 25th quartile to within the 50th quartile. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<p>Student voice for empowerment...</p> <p><i>Development of voice for action</i></p>	<p>Voice for action – student leadership</p> <p>Implementation of revised student leadership structure with Middle School (new) and revised Senior School leaders to build capacity.</p> <p>Monitor and review new role descriptions and responsibility statements for all student leadership positions in consultation with student leaders.</p> <p>Student leaders have leadership role in:</p> <ul style="list-style-type: none"> School events Tours School assemblies Articles in newsletter and on website Visits to local community e.g. community bases projects and presentations <p>Shared decision-making and consequent actions documented.</p> <p>Feedback from students/SRC representatives through focus group discussions and surveys implemented.</p> <p>Introduction of student led learning conferences Years 3-6</p>	<p>Principal Area Leaders SRC Leaders All staff</p>	<p>December</p>	<p>6 months: Senior Leaders leading school assemblies and developing the agenda</p> <p>Increased student led focus in school newsletter with written reports from School Captains, Student Representative Council</p> <p>12 months: 100% of students in Years 3 to 6 implementing pilot of student led conferences</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>Student Representative Council (SRC) schedule of meetings, actions and agendas</p> <p>Data from student feedback</p> <p>Student Attitudes to School survey results to improve in the areas of: Student Motivation from within the 50th percentile to within the 75th percentile.</p> <p>Parent Opinion survey results in all areas of Student Engagement to improve from within the 50th percentile to within the 75th percentile.</p> <p>Student, parent and staff feedback from student led conferences</p>	<p>\$5,000</p>	
<p><i>Development of inner voice/voice for reflection</i></p>	<p>Whole school review of pastoral care approaches and development of a pastoral care framework that includes all student wellbeing approaches and programs.</p> <p>Introduction of mindfulness approaches F-6</p> <p>Deepen research and understandings of pedagogies that foster a Growth mindset</p> <p>Introduction of SDQ surveys for students in Years 3-6</p>	<p>SIT team Area Leaders SRC Leaders All staff</p>	<p>December</p>	<p>6 months: Mindfulness centres established in every learning and teaching space</p> <p>100% of staff participating in mindfulness professional learning</p> <p>100% of staff participating in Growth mindset professional learning</p> <p>12 months: Whole school pastoral care framework documented</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>Reduction in student referrals for anxiety</p> <p>Baseline data established from SDQ surveys for students in Years 3-6</p> <p>Improvement in student attendance data</p> <p>Student attitudes to school survey results in the areas: Classroom Behaviour and Student Safety to improve from within the 50th percentile to within the 75th percentile.</p>		



						Parent opinion survey results in the areas: Transitions and Co-Curricular to improve from within the 25 th percentile to within the 75 th percentile.		
<i>Development of voice for communication</i>	Written voice – writing process Teaching approaches for writing – revisit school approaches/ writing PD Audit whole school formative and summative practices in writing Documented Teaching & Learning Protocols in Writing and Developing a Cohort Writing Plan. Documented collection of moderated student writing samples at each level.	English PLT All staff	December	6 months: 100% of staff participating in writing PD 100% of staff contributing to the audit of whole school formative and summative practices in writing 100% of staff participating in focused professional learning on the development of handwriting F-6 Intensive assessment and moderation focus for teachers in Years 1 and 2	● ● ●	<ul style="list-style-type: none"> English PLT strategic plan Curriculum documentation Schedule of staff professional learning and attendance 		
				12 months: 100% of staff participating in creative writing professional learning 100% of teaching staff F-6 implementing documented teaching and learning protocols in writing Cohort writing plans developed F-6	● ● ●	<ul style="list-style-type: none"> Teacher Performance & Development plans include <ul style="list-style-type: none"> Writing focus, specifically the development of personal voice and handwriting Achievement against English PLT strategic plan Improvement in AusVELs NAPLAN writing data Improvement in teacher assessment for students (high and low growth) in writing at Years 1 and 2 		



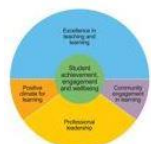
Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	2 - Evolving	<p>At Cheltenham Primary School teachers regularly assess student learning:</p> <ol style="list-style-type: none"> I. within their own classroom or subject specific (specialist) practice II. as members of their professional learning teams (Foundation, Junior (Years 1 to 2), Middle (Years 3 to 4) and Senior (Years 5 to 6) III. at a whole school level F-6 through the school's professional learning teams for STEAM, Mathematics, English and Digital technology IV. through whole school moderation sessions each semester. <p>Through these contexts, they review and develop assessment and teaching strategies and through focused conversation collaboratively learn from each other.</p> <p>Further development:</p> <ul style="list-style-type: none"> • Teachers to use data to monitor student achievement and inform their teaching as part of their routine practice. • Time allocated for teaching teams to evaluate and reflect together. • Targeted professional learning focus on assessing the progress of students for all teaching staff. <p>Initial</p> <p><i>Focused on student learning</i> <i>Teachers use assessment information to evaluate and identify gaps in student learning following programs of teaching.</i></p> <p><i>Involving inquiry, practice and technique in collaboration with other teachers</i> <i>Schools create time for teachers to collaborate to develop their evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching.</i> <i>Teams monitor the impact of discrete teaching strategies on learning, and adapt teaching to advance students' progress.</i></p> <p><i>Extended opportunities for professional learning</i> <i>Schools periodically review the effectiveness of teaching and learning programs, and use the information to plan extended opportunities for teachers to develop new and improved capabilities. This includes reviewing actual changes in practice and how these are embedded and sustained following formal professional learning programs.</i></p> <p>6 Months</p> <p>12 Months</p>



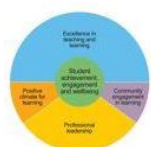
Curriculum planning and assessment	No	2 - Evolving	<p>As a school:</p> <ol style="list-style-type: none"> I. Sharing of pedagogical knowledge is promoted through the term schedule of teacher led professional learning; coaching opportunities; professional learning teams; whole school professional development plan II. Through the school's STEAM (Science Technology Engineering Arts Mathematics) curriculum framework incorporating problem based learning and success criteria III. Student achievement is assessed through formative and summative assessment. IV. Individualised feedback and goal setting has been implemented for students from Foundation to Year 6. <p>Further development:</p> <ul style="list-style-type: none"> • Peer observation, review and evaluation of teacher practice. <p>Initial</p> <p>Curriculum <i>Schools ensure that teachers share knowledge about curriculum content to sequence and organise learning programs. They discuss teaching strategies suited to different content areas.</i></p> <p>6 Months</p> <p>12 Months</p>
Evidence-based high impact teaching strategies	No	2 - Evolving	<p>As a school:</p> <ol style="list-style-type: none"> I. Teachers use learning goals and success criteria with students. II. Teachers design structured lessons that scaffold student learning based on prior learning. III. Time is allocated in the PLT Area meeting and Staff Professional Development schedule for teachers to work in teams on curriculum development. IV. Learning tasks are differentiated by the use of rubrics. <p>Further development:</p> <ul style="list-style-type: none"> • Increase the use of data to inform individual student learning goals. • Professional Learning Teams evaluate and improve the use of effective learning and teaching strategies. <p>Initial</p> <p>Setting goals <i>Teachers use overarching learning goals to regularly communicate expectations and progress to students throughout a unit of learning.</i></p> <p>Student collaborative learning <i>Teachers design some group tasks that help students to work together on specific learning goals.</i></p> <p>Modelling learning strategies <i>Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems.</i></p> <p>Structuring lessons <i>Teachers plan and deliver structured lessons that include reviewing previous lessons, sign-posting content to be covered, and checking for understanding at the end of the lesson.</i></p> <p>Questioning of students <i>Teachers ask questions that extend students' thinking and provide appropriate feedback on students' responses.</i></p> <p>Summaries, reviews and reinforcement <i>Teachers begin lessons by reinforcing the major points and learning objectives of the previous lesson.</i></p> <p>Integrating high-impact strategies <i>Time is set aside for teachers and instructional leaders to periodically work together to plan, reflect on and improve their pedagogical practice.</i></p> <p>6 Months</p> <p>12 Months</p>



	Evaluating impact on learning	No	2 - Evolving	<ul style="list-style-type: none"> Teacher use assessment of student learning to inform teaching and learning. Teachers sometimes use data to adapt their teaching when a student(s) is not making good progress. There are teams that work together to develop and review teaching and assessment strategies and to share what they have learnt. <p>Further work development:</p> <ul style="list-style-type: none"> Increase in the use of formative assessment data to monitor student learning. Increase in students/parents/carer feedback to improve learning outcomes. <p>Initial</p> <p>Formative assessment <i>Teaching teams regularly use assessment information to evaluate and identify gaps in student learning.</i></p> <p>Evaluating and modifying teaching practice <i>Teaching teams work together to develop evaluative skills i.e. in developing, implementing and evaluating approaches to assessment and teaching.</i></p> <p>Integrating assessment and evaluation <i>Schools encourage the development of evaluative and assessment skills and build teacher capabilities in this area.</i> <i>Schools periodically review the effectiveness of teaching and learning programs, and use the information in department and learning area planning processes.</i></p> <p>6 Months</p> <p>12 Months</p>
Professional leadership	Building leadership teams	No	2 - Evolving	<p>Initial</p> <p><i>Leaders organise or lead professional learning, using their instructional expertise. Role descriptions for Leading Teachers and experienced teachers clearly reflect their leadership roles in facilitating professional learning and capacity building in the school. Leaders connect new teachers with experienced peers for support and coaching. They encourage teachers to try out new approaches and to learn from them.</i></p> <p><i>Leaders model and reinforce high standards for interactions across the school community, and create an environment that protects instructional time.</i></p> <p>6 Months</p> <p>12 Months</p>
	Instructional and shared leadership	No	2 - Evolving	<p>Initial</p> <p>Distributed leadership <i>Leaders actively canvas the views of other leaders in the school when formulating decisions.</i></p> <p>Self-management <i>Leaders use their own knowledge and time to help with instructional planning.</i></p> <p>Knowledge of effective teaching <i>Leaders as learners are able to identify good instructional, curricular and assessment practice across the school. They identify and respond to practice that fails to meet, or significantly exceeds, required standards.</i></p> <p>Knowledge of how to improve and evaluate teaching effectiveness <i>Leaders create time and space for teachers to share effective strategies and give each other feedback. They provide professional learning to develop teachers' assessment and evaluation skills.</i> <i>Leaders review student data periodically to assess the effectiveness of the instructional practices of their teachers.</i></p>



				<p>6 Months</p> <p>12 Months</p>
	Strategic resource management	No	2 - Evolving	<p>Initial</p> <p>Strategic use of human capital <i>Leaders assess current and anticipated staffing needs, as well as planned developments and short term goals of the school, to make recruitment decisions. They consider options to change the roles and responsibilities of existing personnel to better meet the learning needs of students.</i></p> <p>Aligning resources to meet goals <i>Leaders assess all resourcing decisions (personnel, facilities and programs) against the learning goals of the school, and with a deep understanding of the instructional capabilities of all teachers, and the patterns of learning in the school.</i></p> <p>Recognise and celebrate success <i>Leaders make time to celebrate the successes of the school and its teachers. They talk about important achievements and losses with teachers, creating a culture of transparency at the school.</i></p> <p>6 Months</p> <p>12 Months</p>
	Vision, values and culture	No	1 - Emerging	<p>Initial</p> <p>Planning and goal setting around student learning <i>Leaders begin to develop the school vision and values. They set learning goals for the school, specifying student learning targets.</i></p> <p>Getting buy-in and unifying teachers <i>Leaders explain the school vision, values and goals clearly to teachers and encourage them to ask questions about how and why they were selected. Leaders take the time to address their queries and concerns.</i></p> <p>6 Months</p> <p>12 Months</p>
Positive climate for learning	Empowering students and building school pride	No	1 - Emerging	<p>Initial</p> <p>Teacher-student relationships <i>Teachers appreciate that good relationships with students are important, and take steps to identify and quickly address signs of conflict or detachment.</i></p> <p>Promoting student drive, motivation and confidence for learning <i>Teachers seek to build student motivation and confidence by having discussions about their progress, and recognising their achievements. There have clear expectations that all students respect the learning environment of the school, and do not disrupt the learning of others.</i></p> <p>Promoting student leadership and voice <i>Schools have processes such as survey mechanisms to allow student opinions to be recognised by teachers.</i></p> <p>Supporting student leadership in school decision making <i>Some opportunities exist for students to take part in school decision-making (e.g. student representative councils).</i></p>



				<p>School connectedness to community Schools take opportunities to engage with community organisations that offer support to individual students in their learning and wellbeing.</p> <p>6 Months</p> <p>12 Months</p>
Setting expectations and promoting inclusion	No	1 - Emerging	<p>Initial</p> <p>Recognise and resolve issues that might impact on student wellbeing Schools have a wellbeing framework based on their vision and values that sets out the behaviour, attitudes and expectations of teachers that support student wellbeing. Students are taught to respect diversity within the school, especially as part of special events or programs. Issues resolution is managed in a reactive way. Students and their parents/carers have limited input into decisions.</p> <p>Classroom management and opportunity to learn Schools have documented structures for identifying student learning needs. There are clear expectations that all students respect the learning environment of the school, and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.</p> <p>Physical safety, bullying and behaviour management Schools set out clear expectations of student behaviour, and document intervention strategies to deal with critical incidents and bullying.</p> <p>6 Months</p> <p>12 Months</p>	
Health and wellbeing	No	2 - Evolving	<p>Initial</p> <p>Social and emotional learning Schools support the development of their students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours.</p> <p>Meeting the physical health needs of students The physical health curriculum delivered to students is reflected in school policies. Teachers personally reflect the importance of physical health in their interactions with students. The school connects students with community organisations to support individual health needs.</p> <p>Promoting psychological and social wellbeing The school curriculum promotes a positive self-identity and self-management strategies. The importance of maintaining mental health is acknowledged during particularly stressful situations, such as exams. Teachers are trained to recognise indicators of potential mental health issues experienced by students (e.g. anxiety, withdrawn behaviour, negative thinking), and in strategies to promote positive thinking and behaviour. Teachers build strong positive relationships with students in their classes.</p> <p>Supporting student wellbeing Schools support students to use the cognitive strategies they have been taught to enhance their psychological wellbeing in relevant school-based situations. Parents/carers engage with the school approach to wellbeing through formal and informal processes including regular informal conversations with their child's teacher.</p> <p>High expectations Students can articulate the high expectations teachers have set for them and the steps they need to take to reach these high expectations. Staff too are encouraged to meet high expectations set for them.</p>	



				<p>6 Months</p> <p>12 Months</p>
	Intellectual engagement and self-awareness	No	1 - Emerging	<p>Initial</p> <p>High expectations Teachers are aware of the importance of maintaining high expectations for all their students. Teachers use some data to formulate learning targets for students.</p> <p>Metacognitive strategies (students assessing and monitoring own learning) Some teachers expose students to self-regulated learning strategies through their teaching, including organising learning materials and identifying the steps needed to complete tasks. Some students are taught strategies to monitor their own progress against their learning goals.</p> <p>Promoting school engagement and inclusivity Schools set out the behaviour, attitudes and expectations of teachers that support student inclusivity. Students are taught to respect diversity within the school, especially as part of special events or programs. Schools monitor student attendance patterns and look out for students demonstrating disengaged behaviours. They communicate regularly with parents and carers.</p> <p>6 Months</p> <p>12 Months</p>
Community engagement in learning	Building communities	No	2 - Evolving	<p>Initial</p> <p>Establishing partnerships Schools identify potential community partners on the basis of their capacity to access experiences, support and intellectual and/or physical resources not available within the school. Schools and community partners provide each other with support and resources they need to undertake their work.</p> <p>Supporting student health and wellbeing outcomes Schools have well-established links with community services for promoting positive health in all students, and for supporting specific health needs of individual students.</p> <p>Supporting student confidence in learning and achievement Schools connect students with community organisations to support individual learning needs, including to access broader or deeper learning opportunities, particularly vulnerable students. Schools work with other agencies to create specific strategies for students who are at risk of disengagement.</p> <p>Teacher-parent partnerships Schools provide opportunities for parents/carers and school personnel to discuss their respective roles in their children's education (e.g. through home visits, family nights, and well-planned parent teacher conferences and school information nights). Schools promote the value of home learning to develop and practise school-based learning. Schools have established processes for parents/carers to verify students' completion of home learning. Schools ensure effective two-way communication with families, and create specific strategies to address barriers to engagement.</p> <p>6 Months</p>



				12 Months
Global citizenship	No	1 - Emerging	<p>Initial</p> <p>Interconnection and globalisation <i>Schools focus on developing an interest in the world and an understanding of the ways people depend on each other. Schools teach a curriculum that promotes democratic values, active citizenship and inclusion. Programs integrate indigenous, and global perspectives into the curriculum</i></p> <p>Intercultural capability <i>Schools focus on developing an understanding of indigenous and other cultures. Schools explore opportunities to take part in periodic correspondence-based exchange programs with partner schools in other countries. Programs and lessons promote understanding of indigenous and other cultures and languages represented in the school community</i></p> <p>Peace building and conflict resolution <i>Schools focus on building and maintaining positive and trusting relationships. Programs help students recognise the difference between negative and positive conflict. Programs develop good communication, team building and leadership skills.</i></p> <p>Social justice and human rights <i>Schools focus on inclusive classrooms that encourage interaction and communication between learners and creates a positive learning environment Programs and lessons model fair and equitable treatment of all people.</i></p> <p>Sustainable futures <i>Schools model environmentally sustainable practices Programs help students understand the relationship between humans, living things and the natural environment.</i></p>	
Networks with schools, services and agencies	No	1 - Emerging	<p>Initial</p> <p>Establishing partnerships <i>Schools explore opportunities to collaborate with external agencies such as other schools, universities, business, and industry and community organisations, to provide broader or deeper learning opportunities for students. Consideration is given to encouraging the community to use school facilities.</i></p> <p>Supporting student health and wellbeing outcomes <i>Schools work with specialist services involved with individual children who have significant health or learning issues. Parents/carers and families are introduced to the school approach to supporting student wellbeing through school reports and parent/teacher interview nights.</i></p> <p>Supporting student confidence in learning and achievement <i>Schools take opportunities to engage with community organisations that offer support to individual students in their learning.</i></p> <p>Teacher-parent partnerships <i>Schools work toward parent and family engagement as an aspect of raising the achievement of students. Schools consider the concerns, requests and needs of families in a timely and professional manner.</i></p> <p>6 Months</p> <p>12 Months</p>	



	Parents and carers as partners	No	2 - Evolving	<p>Initial</p> <p>Communication and meaningful partnerships <i>Schools provide opportunities for parents/carers and school personnel to discuss their respective roles in their children's education (e.g. through family nights, and well-planned parent teacher conferences and school information nights).</i> <i>Schools ensure effective two-way communication with parents/carers, and create specific strategies to address barriers to engagement.</i></p> <p>Home learning <i>Schools promote the value of home learning. Schools have established processes for parents/carers to reinforce and confirm students' home learning. They provide information to parents/carers about how they can support and monitor home learning effectively.</i></p> <p>6 Months</p> <p>12 Months</p>
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Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Cheltenham Primary School is predominantly at the Evolving stage of the Continua of practice. Staff have embraced the school's STEAM curriculum framework and are moving forward in developing an exemplary model for teaching and learning that underpins this framework.

Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Priority Cohorts:

PSD Students:

- SSG meetings every term with parents, class teacher, Area Leader and/or Principal/Assistant Principal for pastoral care (as required) and Education Support (ES) staff
- Academic tracking through SPA monitored by SPA leader in each PLT, School Improvement Team and school data leader.
- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.
- Literacy support, delivered by ES staff allocated to students and monitored by school's Early Intervention teacher.
- Visiting Teacher Service accessed for specific need.
- Student well-being support such as counselling with social worker, social skills programs and visual cues.

Learning Disability

- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.
- Modifications to the homework load and increased time allowance in classrooms.
- Academic tracking through SPA monitored by SPA leader in each PLT, School Improvement Team and school data leader.
- SSGs as required with parents, class teacher, Assistant Principal(SWL) and Leading Teacher.

EAL Students:

- Academic tracking through SPA monitored by SPA leader in each PLT, School Improvement Team and school data leader.
- Outreach program (Noble Park Language Centre) accessed for assessment and recommendation for new arrivals.
- Students in Foundation to Year 2 access Literacy support through the Early Intervention program.
- Planning for differentiated curriculum that explicitly outlines modifications and sets tasks that target the point of need for the students.

High Ability Students:

- Planning for differentiated curriculum that explicitly outlines extending prompts and sets tasks that target the point of need for the students.
- Academic tracking through SPA monitored by SPA leader in each PLT, School Improvement Team and school data leader.
- Science Talent Quest, Australian Mathematics Competition
- ICT Coding program for high ability students
- Participation in Zone, District and State Level Sports
- Participation in community arts, music and sports competitions

Vulnerable Students:

- SDQ implemented for all children in Years 3 to 6, 2017 and completed annually for continuous tracking.



- Regular well-being meetings with school student support officer (psychologist).
- Pastoral care of students on the agenda at all PLT Area meetings and school Leadership meetings.
- Academic tracking through SPA monitored by SPA leader in each PLT, School Improvement Team and school data leader.

Current No. out of home care students at 0.

Current No. of Koorie students at 3.

Current No. of refugee students at 0.

Next Steps:

A continued focus for improvement will be differentiating the curriculum for low achieving and high achieving students. Modifying curriculum delivery through open ended and specific differentiation will be a focus for whole staff and individual professional development in 2018. This will also be embedded in all teacher Performance Plans through personal goal setting.

