



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><b>Achievement:</b></p> <p>To improve student outcomes in Literacy specifically, in</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Speaking and Listening</li> </ul> <p>To improve student outcomes in Numeracy.</p> <p>To improve student outcomes in Science.</p>	<p>Excellence in teaching and learning - <i>Building practice excellence</i>.</p>	<p>Develop an agreed Cheltenham Primary School (CPS) model for exemplary teaching with a focus on:</p> <ul style="list-style-type: none"> <li>- Establishing teams across year levels and subject areas to develop comprehensive whole school teaching and learning programs based on the Victorian Curriculum.</li> <li>- Documenting the teaching practices and techniques to be adopted school-wide.</li> <li>- Planning and undertaking whole evidence based professional learning to address identified areas for strengthening data Literacy and building teacher practice.</li> <li>- Allocating time for each member of the teaching staff to review the evidence base of effective improvement strategies and reflect on how they could change their own practice to better meet the learning needs of their own students.</li> <li>- Providing opportunities for staff to discuss specific interventions and their implementation.</li> <li>- Share examples of the most effective teaching across teams.</li> </ul> <p>Research, develop and implement a Science, Technology, Engineering, Arts and Mathematics (STEAM) Framework for the next four years with a focus on:</p> <ul style="list-style-type: none"> <li>- Auditing the two year cycle of curriculum investigations for STEAM points of alignment.</li> <li>- Investigating effective STEAM programs in other school settings, both primary and secondary.</li> <li>- Researching high level professional development for STEAM lead users.</li> <li>- Providing developmentally appropriate professional learning in STEAM to all teaching teams.</li> <li>- Develop a Strategic Implementation program for the STEAM Framework that includes systematic review and evidence based success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Achievement levels in Speaking and Listening, Writing and Number to show increased levels of growth from Foundation to Level 6 based on teacher judgements against the AusVELS/Victorian Curriculum.</li> <li>• 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.</li> <li>• Increase the number of students achieving indicative mean levels in Science by at least 20% over the next four years.</li> <li>• Staff opinion survey results in the area of Collective Focus on Student Learning to consistently be above State means.</li> </ul>



<p><b>Engagement:</b></p> <p>To enhance the engagement of students of all abilities in their learning.</p>	<p>Positive climate for learning – <i>Empowering students and building school pride.</i></p>	<p>Engage the community in developing a revitalised set of school values through:</p> <ul style="list-style-type: none"> <li>- Surveying the whole school community (students, staff and parents).</li> <li>- Establishing a set of school values that reflects community-wide feedback.</li> <li>- Promoting and embedding the new school values within the school culture.</li> </ul> <p>Implement the systems and approaches that give students a say in the decisions that affect their learning and their lives at school through:</p> <ul style="list-style-type: none"> <li>- Providing opportunities for Student Representatives to consult with the student body so that all student opinions are represented.</li> <li>- Ensuring opportunities are provided for all students to give feedback, with teachers reviewing and considering this feedback to inform their teaching practice.</li> <li>- Providing students with leadership opportunities in all school areas (Junior, Middle, and Senior).</li> </ul>	<ul style="list-style-type: none"> <li>• Student Attitudes to school and Parent opinion survey data to be above State means and improve annually in the area of Student Engagement.</li> </ul>
<p><b>Wellbeing:</b></p> <p>To provide a positive learning environment in which all staff share in the responsibility for the pastoral care and wellbeing of the students.</p>	<p>Positive climate for learning – <i>Setting expectations and promoting inclusion.</i></p>	<p>Formalise the school's pastoral care framework in line with school expectations and Department of Education and Training (DET) guidelines: 'Framework for Improving Student Outcomes' through:</p> <ul style="list-style-type: none"> <li>- Auditing the school's pastoral care approaches and programs.</li> <li>- Implement a new pastoral care framework to address the areas of specific need.</li> <li>- Providing students with the tools and skills to enable them to build confidence and a positive sense of self-worth.</li> <li>- Develop a new pastoral care framework that includes systematic review and evidence based success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring that the Student Attitudes to School Survey, Years 5 and 6 data in the domains of Student Safety and Student Behaviour areas are above the 50<sup>th</sup> percentile and improve annually.</li> <li>• Parent opinion survey results in the areas of Transitions and Co-Curricular are above State means and improve annually.</li> </ul>

