2021 Annual Implementation Plan
for improving student outcomes

Cheltenham Primary School (0084)

Submitted for review by Bronwyn Morgan (School Principal) on 17 December, 2020 at 01:30 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 07 June, 2021 at 09:07 AM
Endorsed by Peter Cutting (School Council President) on 15 September, 2021 at 10:19 AM

Self-evaluation Summary - 2021

	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	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	2020 was an unprecedented year in terms of COVID-19 and the ongoing pivoting from onsite to remote and flexible learning with marginally lower student attendance, coupled with heightened community anxiety. Teachers moved swiftly and with high levels of capability, drive and competence to upskill in See Saw, Zoom and Google Classrooms to accomodate the highly differentiated asynchronous that drove learning and teaching in the first semester. High levels of differentiation were embedded with curated learning intentions and success criteria to ensure students were able to understand and achieve success with every task. Extensive professional learning was on offer and teams and individuals collaborated to support one another during this transition period. Ongoing professional learning dominated weekly staff briefings and meetings in Zoom and video making and as the year proceeded with a move to virtual teaching groups. xx excellent professional learning in March where staff were reminded of an integrated reading, writing and spelling approach based on examining quality pieces of literature with a focus on high challenge and high support and the importance of a text/language orientation in order to develop a broad repertoire of literacy practices through a deep reservoir of language knowledge, grammar and vocabulary. The pirouetting between onsite and remote and flexible online learning was unrelenting as the year progressed and uncertainty and unpredictability marked the 2020 school year. Energy and passion to provide the very best opportunities for our students drove our teachers and the emergence of

	collaborative planning led to a re-examination of our current modus operandi. It is through disruption that new ways are forged and a think tank allowed for staff input around perceptions, insights and understandings of what is meant by collaborative planning. Extensive work around an Instructional Model was undertaken.
Considerations for 2021	The school has recognised that our existing leadership structure is too broad to achieve practice excellence in every learning space, and for the differentiated learning and social emotional needs of students in each year level. A shift is required from collaborative planning for teaching to teaching for practice excellence. PLCs have been restructured to Level teams of 2 or 3 staff with a designated PLC leader. All PLC leaders will meet as the School Improvement Team with the Learning Specialists and Principal/Assistant Principal every 3 weeks to establish goals and targets for improvement. All PLCs will have a strong focus on data for learning gain, practice excellence and evidence based improvement. Cheltenham will continue to embed the research and evidence based Gradual Release of Responsibility model as the school's whole school approach to Writing in 2021 and the 6 plus 1 Traits of writing as our instructional strategy for the teaching of writing.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve student achievement in Literacy, particularly in Writing
Target 2.1	By 2023, increase the percentage of students in the top two bands of NAPLAN: Writing from 18%(2018) to 30% (2023).
Target 2.2	By 2023, decrease the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (2018
Target 2.3	All students in Years 1 to 6 to demonstrate growth in writing achievement against teacher judgement (Victorian Curriculum)
Key Improvement Strategy 2.a	Develop and consistently implement shared instructional practices in writing across all learning areas in Foundation–Year 6

Building practice excellence	
Key Improvement Strategy 2.b Evaluating impact on learning	Build the capacity of all staff to utilise data, evidence and a range of assessment strategies to improve writing through point of need teaching in Foundation–Year 6.
Key Improvement Strategy 2.c Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	Improve student engagement in learning.
Target 3.1	By 2023, increase the percentage of positive endorsement in AToSS 'Stimulated Learning 'in Years 4 to 6 data from 65% (2018) to 80%
Target 3.2	By 2023, Increase the percentage of positive endorsement in AToSS student, voice and agency (I have a say in things I learn) in Years 4 to 6 data from 42% (2018 Year 4) to 70%.
Key Improvement Strategy 3.a Empowering students and building school pride	Build a shared community understanding of student voice, agency and leadership amongst students, teachers and parents
Key Improvement Strategy 3.b Empowering students and building school pride	Develop the capacity of all staff to develop and engage student voice and agency in the classroom
Key Improvement Strategy 3.c Empowering students and building school pride	Develop informal and formal structures to engage with, listen and respond to, the full range of diverse student perspectives on learning and involvement in school improvement

Goal 4	Improve student wellbeing
Target 4.1	By 2023, increase the POS Factors 'respect for diversity' (80% 2018); and 'the school communicates the importance of respecting all cultural beliefs and practices' (75% 2018) by 10% (Safety Domain)
Target 4.2	By 2023, increase the POS Factor, 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain)
Target 4.3	By 2023, increase the AToSS variable 'respect for diversity—It's okay to be different at this school (69% 2018) by 10%.
Key Improvement Strategy 4.a Curriculum planning and assessment	Audit the Cheltenham PS curriculum against the HASS and general capabilities personal and social, ethical and intercultural curriculum, as the benchmark for co–constructed planning to integrate global perspectives in the curriculum
Key Improvement Strategy 4.b Curriculum planning and assessment	Develop curriculum planning to include a focus on developing student engagement in, and understanding of, diversity in the local and Australian community, global citizenship, sustainability, social justice and human rights, from a range of perspectives
Key Improvement Strategy 4.c Building communities	Develop the focus on the Community engagement Priority, Building communities (BC) dimension in school planning documents

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Learning, catch-up and extension: For all students at Cheltenham Primary School to achieve at least 12 months learning growth in all curriculum areas, according to teacher judgements. Happy, active and healthy kids priority: To embed the Respectful Relationships and Be You into the well being framework to ensure students, staff, parents and carers feel safe, valued and respected. Connected schools priority: Develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.
Improve student achievement in Literacy, particularly in Writing	No	By 2023, increase the percentage of students in the top two bands of NAPLAN: Writing from 18%(2018) to 30% (2023).	
		By 2023, decrease the percentage of students achieving low Growth in NAPLAN Years 3 to 5 (2018	

		All students in Years 1 to 6 to demonstrate growth in writing achievement against teacher judgement (Victorian Curriculum)	
Improve student engagement in learning.	No	By 2023, increase the percentage of positive endorsement in AToSS 'Stimulated Learning 'in Years 4 to 6 data from 65% (2018) to 80%	
		By 2023, Increase the percentage of positive endorsement in AToSS student, voice and agency (I have a say in things I learn) in Years 4 to 6 data from 42% (2018 Year 4) to 70%.	
Improve student wellbeing	No	By 2023, increase the POS Factors 'respect for diversity' (80% 2018); and 'the school communicates the importance of respecting all cultural beliefs and practices' (75% 2018) by 10% (Safety Domain)	
		By 2023, increase the POS Factor, 'Teachers communicate with me often enough about my child's progress' (49% 2018) by 10% (Parent Community Engagement Domain)	
		By 2023, increase the AToSS variable 'respect for diversity—It's okay to be different at this school (69% 2018) by 10%.	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Learning, catch-up and extension: For all students at Cheltenham Primary School to achieve at least 12 months learning growth in all curriculum areas, according to teacher judgements. Happy, active and healthy kids priority: To embed the Respectful Relationships and Be You into the well being framework to ensure students, staff, parents and carers feel safe, valued and respected. Connected schools priority: Develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

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 three priority areas for our school (2021), in accordance with all of Department guidelines are: Learning catch-up and extension: Some of our students have thrived in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind, the best efforts of our families and teachers. In 2021 we will support both those who need it to catch up and those who have thrived to continue to extend their learning. Additionally, we will support those cohorts who were most affected by the lack of usual transitions and establishment practices in 2020 e.g. 2021 Foundation and Year 1s to ensure successful transitions through their schooling and beyond. Happy, active and healthy kids: We will make sure to monitor our students' mental health and enable every student to get back outdoors, get active and get creative. This means effectively mobilising available resources to support our students, especially the most vulnerable. Connected schools: We will build on the stronger connection the school established with families, carers and the broader community in 2020 to embed and spread improved ways of working to support our students.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning, catch-up and extension: For all students at Cheltenham Primary School to achieve at least 12 months learning growth in all curriculum areas, according to teacher judgements. Happy, active and healthy kids priority: To embed the Respectful Relationships and Be You into the well being framework to ensure students, staff, parents and carers feel safe, valued and respected. Connected schools priority: Develop sustainable and effective reciprocal partnerships with diverse community agencies to enable students to reach their full potential.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Whole School - Develop data literacy of teachers in PLC Level teams to inform understanding of student needs and progress; identify students requiring additional support through data tracking - Embed PLC structures to support teacher collaboration and strengthened teacher practice - Revisit the use of HITS in classrooms, with a focus on meta-cognitive strategies and feedback - Plan whole school professional learning in Writer's workshop, and the 6+1 Traits approach to the teaching of writing - Revise Individual Education Plans for specific and measurable intervention - Build staff capacity to understand and implement Individual Education Plans for students, specifically those students in the tutor learning program PLC Leaders - Lead PLC structures to collaboratively plan for 'practice excellence' - Support teachers to embed the use of and analysis of multiple data sources to inform targeted planning and to track student learning growth - Develop PLC focused target for writing and impact strategy for learning gain each term

	Individual - Maintain focus on differentiated and personalised learning through co constructed Individual Education Plans with students, learning tutors and intervention support staff
Outcomes	Whole School: - Teachers will accurately identify student learning needs by engaging in evaluative, reflective and responsive practice in their PLCs - Teachers will use HITS in teaching and learning contexts - Teachers will consistently and explicitly implement the school's instructional model and guaranteed and viable curriculum for English - Teachers will evaluate and modify Individual Education Plans each term (minimum expectation) - Leaders will regularly monitor student assessment data and Individual Education Plans PLC Level teams - PLC teams will implement the agreed assessment schedule of formative and summative tasks - PLCs will explicitly incorporate the HITS in planning documentation and practice - PLC teams will maintain and update student assessment data - PLCs will provide feedback and monitor student progress using multiple sources of data Individual - Students in need of targeted academic support or intervention will be identified, monitored and supported - Nominated teachers and leaders/learning specialists will establish intervention/small group tutoring for students at the low and high end - Students will co construct learning goals and know the next steps to progress their learning

Success Indicators	Whole School: - Teachers' formative assessment data and teacher judgement data - Teacher observations and records of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies - Leaders monitor learning growth F-6 through datasets PLC Level teams - PLC documentation and data from formative assessments that demonstrates student progress - Evidence of teachers inputting data and moderating assessment with fidelity - Differentiated curriculum documents and evidence of student learning at specific levels Individual - Data used to identify students for tailored supports - Assessment data and student surveys from intervention groups - Progress against Individual Education Plans

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement an F-6 tutor program with an intervention and student excellence focus in Literacy	☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s) ☑ Literacy Support ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☑ Equity funding will be used

Schedule and document plans for Coaching/Learning Walks with teaching staff	☑ Assistant Principal ☑ PLC Leaders ☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Schedule whole staff and PLC professional learning - instructional writing practices, with Literacy Consultant: Rissa Leung	☑ Literacy Leader ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Develop and implement school wide Writing Continuum	☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Promote and celebrate writing achievement through a Writer's Festival, writing competitions and student led year book	☑ Literacy Leader ☑ Principal ☑ School Improvement Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$3,000.00 ☐ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Whole School - Refine whole school approach to well-being to include Respectful Relationships			

	- Continue tracking behavior to gauge social-emotional learning, belonging and engagement in school

PLC Leaders
- Implement the revised Be You well being framework to include Respectful Relationships
- Review our agreed approach to monitoring and responding to student well-being concerns
- Build staff capacity to collect, analyse, monitor and respond to student engagement data

Individual
- Students will engage in a classroom learning environment that is responsive to their well-being needs |
| **Outcomes** | Whole School
- Teachers will incorporate evidence based practices in classes and in planning units of work
- Teachers, leaders and the school community will share a common understanding of the whole school approach to well-being
- Leaders will strengthen engagement with regional and external support agencies

PLC Level teams
- PLCs will establish agreed monitoring processes and leaders will ensure these are accessible to all staff
- At-risk students will be identified and receive targeted support in a timely manner

Individual
- Students with additional needs will receive individualised support with regular monitoring and student support group meetings (with parents/carers) where appropriate
- Well being leader to maintain a preventative monitoring program including a referrals process, timetabling and staffing/resourcing
- Students, staff, parents and carers will feel safe, valued and respected |
| **Success Indicators** | Whole School
- Classroom and peer observations and learning walks
- Documentation of frameworks, policies and programs
- Internal and external professional learning
- Curriculum documentation reflecting social and emotional learning

PLC Level teams
- Student engagement in well-being programs (feedback, participation, classroom observations) |

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement Respectful Relationships program and embed this within the school's well-being curriculum framework	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$4,000.00 ☐ Equity funding will be used
Build teacher capacity to better understand, manage difficult behaviors and develop self regulatory strategies with students	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☐ Equity funding will be used
Implement the Play Leaders program in Years 5 and 6	☑ Assistant Principal ☑ PLC Leaders ☑ Student(s)	☐ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☐ Equity funding will be used
Provide Behaviour Management and Individual Education Plan training and support for staff	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Review Wellbeing Be You Curriculum Framework and develop curriculum units with a well-being focus in collaboration with students	☑ Curriculum Co-ordinator (s) ☑ PLC Leaders	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

					☐ Equity funding will be used
Engage in a partnership with CASEA program to provide mental health support for students and families	☑ Allied Health ☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used	

KIS 3 Building communities	Connected schools priority
Actions	Whole School - Strengthen and embed the school-wide approach to communication with parents/carers, by seeking regular feedback via online surveys and polls - Strengthen and adapt the school-wide approach to digital learning and policies regarding digital citizenship and cyber safety PLC Leaders - Use digital channels of communication to provide regular updates about student learning - Strengthen and embed digital citizenship and cyber safety - Strengthen relationships with parents/carers and enable regular contexts for communication and feedback Individual - Ensure students requiring specific intentions are engaged with external agencies and supports - Ensure access to digital citizenship and cyber safety continues to be available to every student
Outcomes	Whole School - Leaders will prioritise time for staff to communicate and build relationships with parents/carers(timetabling scheduled opportunities for this to occur) - The wider community will have increased opportunities to communicate and connect with the school - Families will have an understanding of the digital learning pedagogy employed at the school

PLC Level teams
- Teachers will confidently apply digital learning pedagogy
- Students will build strong digital citizenship and cyber-safety practices

Individual
- All students will be connected to resources and learning opportunities
- Teachers will regularly connect with the parents/carers of all students using communicative technologies

Success Indicators	Whole School - Observations and learning walks demonstrate responsible use of digital learning - Documentation of school digital policies - Whole school surveys (SSS, AToSS) PLC Level teams - Positive student survey data (internal surveys, AToSS) - Face-to-face check-ins and teachers' perceptions of student interest or confidence in digital learning tasks Individual - Attendance in intervention/tailored support programs - Number of referrals, documented outcomes of student referral meetings - Frequency of communications with parents/carers/kin - Student perception and survey data - Parent/carer surveys and interviews

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for Semester School Strategic Plan polls	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used
Review and update the Digital Technologies Agreements	☑ PLC Leaders	☐ PLP Priority	from: Term 2	$0.00

	☑ Teacher(s)		to: Term 2	☐ Equity funding will be used
Professional learning focus:development of school wide Behaviour Management and Parent/Carer communication processes	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Expand community access to school newsletters, social media, parent information sessions and activities	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Strengthen relationships with external support networks and agencies and feeder/secondary schools, early learning centres and community organisations	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$90,000.00	$5,000.00
Additional Equity funding	0.00	0.00
Grand Total	**$90,000.00**	**$5,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Implement an F-6 tutor program with an intervention and student excellence focus in Literacy	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$90,000.00	$5,000.00
Totals			**$90,000.00**	**$5,000.00**

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
		☑ School-based staffing		
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement an F-6 tutor program with an intervention and student excellence focus in Literacy	☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s) ☑ Literacy Support ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Learning Specialist	☑ On-site
Schedule whole staff and PLC professional learning - instructional writing practices, with Literacy Consultant: Rissa Leung	☑ Literacy Leader ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Bastow program/course ☑ Learning Specialist ☑ External consultants Rissa Leung	☑ On-site

Implement Respectful Relationships program and embed this within the school's well-being curriculum framework	☑ Assistant Principal ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice	☑ Departmental resources Respectful Relationships Initiative	☑ Off-site Webex professional learning sessions
Build teacher capacity to better understand, manage difficult behaviors and develop self regulatory strategies with students	☑ Allied Health ☑ Assistant Principal ☑ Education Support ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Clint Cassell Protective Intervention training	☑ Off-site Zoom modules x 2
Provide Behaviour Management and Individual Education Plan training and support for staff	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Departmental resources Behavioural Management Unit	☑ On-site
Professional learning focus:development of school wide Behaviour Management and Parent/Carer communication processes	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Behavioural Management Unit	☑ On-site