Ed Solutions was review contractor that was responsible for conducting our 2010 School Review.

| Endorsement by School Principal | Signed Jennifer M. Robinson  
Name: Jennifer M. Robinson  
Date: 22nd December, 2010 |
| Endorsement by School Council | Signed Wendy Ratcliffe  
Name: Wendy Ratcliffe  
Date: 7th December, 2010  
School Council President signs indicating that the School Strategic Plan has been endorsed by School Council |
| Endorsement by Regional Network Leader | Signed  
Name: Peter Davey  
Date: |
## School Profile

<table>
<thead>
<tr>
<th>Purpose</th>
<th>At Eppalock Primary School we provide a nurturing and challenging environment which caters for the needs of all students to reach their individual academic and personal potential.</th>
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</thead>
</table>
| Values                                                                 | Care and Compassion: Care for self and others  
  
  Respect: Treat others with consideration and regard-respect another person’s point of view  
  
  Honesty and Trustworthiness: Be honest, sincere and seek the truth.  
  
| Environmental Context                                                   | Eppalock Primary School is set in attractive, well maintained, spacious grounds in the rural community of Axe Creek, just 17 kms east of Bendigo. The area caters for families who look upon the unique features of a rural school as part of their lifestyle choice. The school is highly regarded because of its child-centred approach to learning, its focus on students accepting responsibility for their progress, the development of self-discipline and the pursuit of excellence in a caring and nurturing environment. Students are in three small multi-age groups supported by dedicated teachers and strong family involvement. Indonesian is taught from Prep to Grade 6 and children benefit from specialist areas of Drama and MARC library van. Reading Recovery is provided for Grade 1 students in need of this very powerful one to one program. Children take part in Physical Education each morning and take part in a sport session one afternoon per week. We also take part in cluster athletics sports with Axedale and Tooborac Primary Schools and the P-2 students take part in a PMP( Perceptual Motor Program) on a regular basis. Eppalock’s school values include Care and Compassion, Honesty and Trustworthiness, Respect and Responsibility. We use the restorative approach across the school to resolve conflict and staff use the resilience program “Bounce Back” in each grade level. In order to promote engagement of students the school has a clubs program which runs each week. Children choose preferences for clubs activities being provided on a monthly rotation. These activities are supported by teachers, parents, grandparents and community members. Students are in multi-age groups for these activities and this has been a most successful program. The encouragement of academic rigor is also a high priority with the implementation and embedding of a curriculum that supports the development of a differentiated program. All students have Individual Learning Plans and staff and parents work together in a cooperative and supportive environment. Senior students are elected as Junior School Councillors and take a leading role in the organization of community service activities. Classrooms are well resourced and each classroom has an interactive whiteboard which is used to deliver curriculum in an engaging way. Grade 5 and 6 |
students all have an individual Net-book computer. Other classes have a computer student ratio of 1:3. The school has an organized camps program along with incursions and excursions throughout the year. The school has strong links with the local community groups such as Land Care, DSE, Axe Creek Fire Brigade and the City of Greater Bendigo. The school runs community nights each term and many local community members and past school families attend. The school has a strong environmental focus through our involvement in water saving initiatives, National Tree Planting Day and sustainable energy projects. The involvement of the school in many environmental programs is a reflection of the interests of the students and parents alike. It provides many opportunities for authentic learning to take place. A new school is due to be built in early 2011.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
</tr>
</thead>
</table>
| **Student Learning** | To improve learning outcomes for all students particularly in the key areas of literacy and numeracy | By 2014 students will achieve one VELS level or more in Literacy and over each two year period.  
By 2014, increase the NAPLAN mean scale scores:  
**Year 3**  
- Reading to 458 with 100% of students at or above Band 2 and 65% of students above Band 4  
- Writing to 449 with 100% of students at or above Band 2 and 65% of students above Band 4  
- Numeracy to 432 with 100% of students at or above Band 2 and 60% of students above Band 4  
**Year 5**  
- Reading to 522 with 100% of students at or above Band 5 and 35% of students above Band 6  
- Writing to 517 with 100% of students at or above Band 5 and 35% of students above Band 6  
- Numeracy to 523 with 100% of students at or above Band 5 and 45% of students above Band 6 | Implement a consistent whole school approach to explicit teaching and learning, at each student’s point of need, that differentiates the curriculum to cater for all students incorporating the use of ICT to enrich and support curriculum and improve student engagement and learning. |
| Student Engagement and Wellbeing | To develop high levels of student engagement and motivation within a culture that fosters positive relationships, connectedness and wellbeing. | • By 2014 the student Attitude to school survey variables will be at or above: teacher effectiveness 5.0, stimulating learning 5.0, student motivation 5.0, connectedness to peers 5.0 and student safety 5.0.  
• P-6 mean to be under 10 days absence days per FTE student. | Introduce and/or embed a range of proactive strategies to promote improvement in student behaviour, resilience, wellbeing and connectedness. |
|---------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Student Pathways and Transitions| To improve transition processes and pathways for students as they enter the school and as they pass through Eppalock Primary School and beyond. | • By 2014 the parent opinion survey for transitions will be 6.0 or better  
• The proportion of students reporting satisfaction with the year 6 to Year 7 transition to be 100%  
• The proportion of parents reporting satisfaction with the preschool to school transition to be 100%.
• The Parent Opinion Survey results to be at or above Safety 5.0, Classroom Behaviour 5.0, Connectedness to Peers 6.0, Student Motivation 6.0. | Document, progressively refine and consistently implement the whole school transition program and process. |
<table>
<thead>
<tr>
<th>Key Improvement Strategies (KIS across the three student outcomes areas)</th>
<th>Actions</th>
<th>Achievement Milestones (Changes in practice and behaviours)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT LEARNING</strong> Implement a consistent whole school approach to explicit teaching and learning that differentiates the curriculum to cater for all students. Build staff capacity to provide focused teaching at each student’s point of need.</td>
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<td></td>
</tr>
</tbody>
</table>
| Year 1 | ▪ Develop a whole school approach to the teaching of spelling  
▪ Fully embed the development of whole school literacy and numeracy plans  
▪ Build staff skills in understanding and applying assessment for, as and of learning. | ▪ Literacy and Numeracy plans developed and used across all sections of the school.  
▪ Staff assessment for, as and of learning has improved |
| Year 2 | ▪ Examine each of the e5 domains and have teachers place their current practice in relation to the Level 1-4 profile statements.  
▪ Use multiple sources of feedback to assist staff to achieve results.  
▪ Focus on engaging boys in writing. Use activities such as author visits, multimedia presentations and class newspapers. | ▪ Each teacher to have improved their practice in relation to the e5 domains.  
▪ Boys writing more willingly/fluently |
| Year 3 | ▪ Develop and document consistent expectations in regard to daily literacy and numeracy planners for each section of the school  
▪ Enhance the ability of staff to use data from English On-Line, VELS On Demand and Naplan to plan point of need teaching. | ▪ Parents talk about literacy and numeracy planners.  
▪ Staff routinely use data to develop point of need teaching. |
| Year 4 | ▪ Review of programs developed and data over the past 3 years. | ▪ Review of 2011 – 2014 strategic plan. |
| **STUDENT ENGAGEMENT AND WELLBEING** Enhance the capacity of staff to use ICT to enrich and support curriculum and improve student engagement and learning. Introduce and/or embed a range of proactive strategies to promote improvement in student behaviour, resilience, wellbeing and connectedness. |  |  |
| Year 1 | ▪ Embed the current code of conduct and school values and existing programs and approaches such as Energy Breakthrough, Drama, Bounce Back, Restorative Practices and it’s Not OK to be Away.  
▪ The staff will evaluate and implement strategies included in the Family Friendly School Program and begin their implementation  
▪ Include an Ultranet goal in each teacher’s professional learning plan. | ▪ Staff using ICT to enrich the curriculum and provide personalised learning for students.  
▪ Family Friendly School Strategies to be implemented within the school resulting in improved data results in both the Attitude to School and Parent Opinion Surveys. |
| Year 2 | ▪ Provide professional learning opportunities for the teaching team to visit other small schools in the network or regional centres of excellence where ICT is being used to enrich the curriculum and provide personalised learning. | ▪ School visits organized to focus on ICT and its implications for differentiated learning. |
| Year 3 | • Continue to provide for professional learning about effective strategies for working with students with autism-spectrum disorders.  
• Refine the process for students setting learning goals, self-reflection and evaluation of their learning. Develop learning portfolios as part of the school’s Ultranet implementation. | • Professional development relating to ASD is included in staff professional learning plans.  
• All students will have a learning portfolio as part of the Ultranet implementation. |
| Year 4 | • Review of current practices and strategies used over the past three years. | • Student Engagement and Wellbeing Programs evaluated |

### STUDENT PATHWAYS AND TRANSITIONS

Document, progressively refine and consistently implement the whole school transition program and process.

| Year 1 | • Document existing transition processes and procedures including timelines and staff roles and responsibilities.  
• Include procedures for supporting students transferring into and out of the school. | • Publish transition processes and timelines along with staff roles and responsibilities and display in staffroom. |
| Year 2 | • Develop processes to ensure that parents of students with disabilities are aware of all options for secondary schooling. | • Document processes and options for students with disabilities moving onto secondary school. |
| Year 3 | • Develop and benchmark survey instruments to seek feedback for Prep parents and Year 7 students and their parents. | • Conduct Prep and Year 7 surveys and evaluate the data. |
| Year 4 | • Use feedback from parents and students to enhance existing transition programs at Prep and Year 6. | • Transition Programs evaluated |