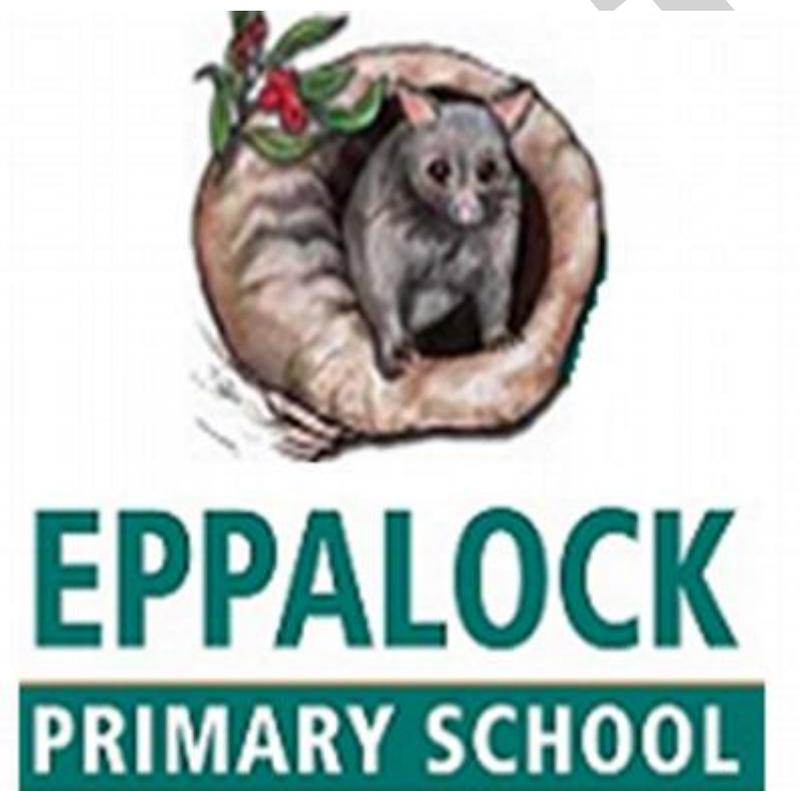


# 2018 Annual Implementation Plan

## for improving student outcomes

Eppalock Primary School (1788)



Submitted for review by Jason O'Neill (School Principal) on 04 December, 2017 at 10:23 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2018

Eppalock Primary School (1788)

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

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

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

<b>Enter your reflective comments</b>	<p>2017 needed to be a year of relationship building at Eppalock PS. With staff returning from leave and new leadership from outside the school it was important for a calm and settled environment with teaching staff being able to concentrate on classrooms and their students with some buffering from external pressures. Professional development has mainly focused on welfare programs and building teacher capacity to make staff aware of 'what is out there' and enable some self reflection on current practice. During the year small elements of data analysis, discussion around becoming more consistent with approaches to teaching and learning and also including strategies from the High Impact Teaching Strategies document have been trialled and implemented. Staff have adopted a team approach and supported each other well to ensure the school has a solid relationship base to now begin more detailed work to improving documentation of curriculum planning and the shared instructional model.</p>
<b>Considerations for 2019</b>	<p>Review of assessment and reporting schedule.  Further development of the shared instructional model  Development of consistent planning proformas  More consistency with the processes around analysing data at team meetings.</p>

	<p>Shared PLC process with small schools network</p> <p>Inclusion of respectful relationships and Berry St training strategies to assist with welfare and engagement elements of attitudes to school</p> <p>Reporting to parents process</p>
<b>Documents that support this plan</b>	Eppalock PS School Strategic Plan 2015-2018.docx (1.27 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Eppalock Primary School (1788)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Maximise student learning growth and ensure each student makes or exceeds expected development in all areas but particularly in the key areas of Literacy and Numeracy.</p>	<p>All teachers assign accurate AUSVELS levels based on multiple sources of assessment.</p> <p>All students, deemed capable, to experience at least one year's AUSVELS growth in reading, writing and numeracy each year.</p> <p>At least 10-15% of students to achieve a learning growth of more than one year above their previous baseline standard in AUSVELS English and Mathematics.</p>	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>2018 grade 3 numeracy 50% students will have a result above state average (2017 result was 40%)</p> <p>2018 grade 5 numeracy 50% students will have a result above state average (2017 result was 25%)</p> <p>2018 grade 3 reading 50% students will have a result</p>	Building practice excellence

	<p>At least 10-15% of students to be assessed at 12 months or more ahead of the expected AUSVELS level in English and Mathematics.</p> <p>At least 85%-95% of students to achieve more than one AUSVELS level improvement above their Year 3 NAPLAN baseline standard in Year 5 NAPLAN testing.</p> <p>Foundation – 6 student achievement data demonstrates growth each year in the number of students working at or above the expected level in reading, writing and number.</p> <p>Foundation – 6 student achievement data demonstrates a decrease each year in the number of students working below the expected level in reading, writing and number.</p> <p>The DEECD Year 5/6 Attitudes to School Survey shows improvement in the lowest two areas each year over the life of the strategic plan under the heading of 'Teaching &amp; Learning'.</p> <p>The DEECD Parent Opinion Survey demonstrates an increase in parent satisfaction in the lowest two areas each year over the life of the strategic plan under the heading of 'School Climate'.</p>		<p>above state average (2017 result was 42%)</p> <p>2018 grade 5 reading 60% students will have a result above state average (2017 result was 50%)</p> <p>2018 grade 3 writing 50% students will have a result above state average (2017 result was 40%)</p> <p>2018 grade 5 writing 50% students will have a result above state average (2017 result was 25%)</p> <p>Parent opinion survey shows an increase in 'my child is taught organisational skills to help him/her with managing homework and schoolwork load from 67%</p> <p>Parent opinion survey shows an increase in 'teacher provide useful feedback and respond to the learning needs of my child' from 80%</p> <p>All students in grade 5 Naplan to achieve high or medium learning growth from grade 3.</p>	
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			All students deemed capable to show at least one years growth in reading writing and number.	
Further develop a relevant, challenging and stimulating learning environment that creates consistently high levels of student engagement and positive behaviours.	<p>85% - 95% of students to be at or above the expected AUSVELS level in Personal Learning and Interpersonal Development.</p> <p>The DET Year 5/6 Attitudes to School Survey, in the areas of 'learning confidence', 'teacher effectiveness', 'stimulating learning' and 'teaching effectiveness' demonstrates annual improvement.</p> <p>The DET Parent Opinion Survey demonstrates an increase in parent satisfaction in the area of 'Stimulating Learning' and 'Learning Focus'.</p> <p>Average attendance rate for all year levels to be above 95%.</p> <p>The DET Year 5/6 Attitudes to School Survey, in the areas of 'student moral', 'student distress', 'classroom behaviour' and 'student safety' demonstrates annual improvement.</p> <p>The DET Parent Opinion Survey, in the areas of 'behaviour management' and 'student safety' demonstrates annual improvement</p>	Yes	<p>I look forward to going to school 2017 - 40% 2018 goal - 60%</p> <p>I feel proud about being a student at this school 2017 - 50% 2018 goal 70%</p> <p>School Connectedness (sense of belonging) 2017 52% 2018 goal 75%</p> <p>My teacher cares about how i am feeling 2017 64% - 2018 goal 85%</p> <p>My teacher seems to know if something is bothering me 2017 45% - 2018 goal 70%</p> <p>I cant talk to my teacher if something is worrying me 2017 45% - 2018 goal 70%</p> <p>Students at this school treat teachers with respect 2017 20% - 2018 goal 60%</p> <p>Students at this school treat each other with respect</p>	Empowering students and building school pride

			<p>2017 60% - 2018 goal 80%</p> <p>To maintain current levels of positivity shown in the 2017 parents opinion survey and have all areas stay consistent or improve. Specific focus on the following areas.</p> <p>Parent opinion survey shows an increase in 'my child feels motivated to learn' from 73%</p> <p>Parent opinion survey shows an increase in 'my child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours' from 73%</p> <p>Parent opinion survey shows a decrease in 'my child has been bullied recently at school' from 47%</p> <p>Average attendance rate for all year levels to be above 95%</p>	
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**Improvement Initiatives Rationale**

Eppalock Primary School's current School Strategic Plan outlines a key focus around the development of student learning and building teacher excellence, particularly in the areas of Literacy and Numeracy as well as continued focus on improving student engagement.

The 2017 school performance report demonstrates a decline in most data sets over the past 3 years due to a variety of factors and has the school 'ungrouped' for overall performance due to small numbers or lack of data.

Attitudes to school domain shows the school result as 'transform' with stimulating learning at 27%, learning confidence at 36% and student safety 62% having all decreased significantly during the life of the report.

Engagement domain also shows the school result as 'transform' with 84% attendance over the past 3 years.

Work needs to continue around building teacher excellence with a focus on the processes involved in Professional learning communities. Consistent and shared practices and use of data to inform teaching and learning conversations should continue to be modified so that student outcomes continue to improve.

If we develop and implement consistent proactive strategies that focus on promotion of positive relationships, student resilience and self regulation then we will improve results of our student attitudes to school survey.

If we implement and embed the Professional Learning Community practices across the school in partnership with other small schools then we will have a positive impact on student learning outcomes with a focus on Literacy and Numeracy.

<b>Goal 1</b>	Maximise student learning growth and ensure each student makes or exceeds expected development in all areas but particularly in the key areas of Literacy and Numeracy.
<b>12 month target 1.1</b>	<p>2018 grade 3 numeracy 50% students will have a result above state average (2017 result was 40%)</p> <p>2018 grade 5 numeracy 50% students will have a result above state average (2017 result was 25%)</p> <p>2018 grade 3 reading 50% students will have a result above state average (2017 result was 42%)</p> <p>2018 grade 5 reading 60% students will have a result above state average (2017 result was 50%)</p> <p>2018 grade 3 writing 50% students will have a result above state average (2017 result was 40%)</p> <p>2018 grade 5 writing 50% students will have a result above state average (2017 result was 25%)</p>

	<p>Parent opinion survey shows an increase in 'my child is taught organisational skills to help him/her with managing homework and schoolwork load from 67%</p> <p>Parent opinion survey shows an increase in 'teacher provide useful feedback and respond to the learning needs of my child' from 80%</p> <p>All students in grade 5 Naplan to achieve high or medium learning growth from grade 3.</p> <p>All students deemed capable to show at least one years growth in reading writing and number.</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	To build teacher capacity to plan, differentiate and deliver a purposeful literacy program across a multi age grouping.

<b>Goal 2</b>	Further develop a relevant, challenging and stimulating learning environment that creates consistently high levels of student engagement and positive behaviours.
<b>12 month target 2.1</b>	<p>I look forward to going to school 2017 - 40% 2018 goal - 60%</p> <p>I feel proud about being a student at this school 2017 - 50% 2018 goal 70%</p> <p>School Connectedness (sense of belonging) 2017 52% 2018 goal 75%</p> <p>My teacher cares about how i am feeling 2017 64% - 2018 goal 85%</p> <p>My teacher seems to know if something is bothering me 2017 45% - 2018 goal 70%</p> <p>I cant talk to my teacher if something is worrying me 2017 45% - 2018 goal 70%</p> <p>Students at this school treat teachers with respect 2017 20% - 2018 goal 60%</p>

	<p>Students at this school treat each other with respect 2017 60% - 2018 goal 80%</p> <p>To maintain current levels of positivity shown in the 2017 parents opinion survey and have all areas stay consistent or improve. Specific focus on the following areas.</p> <p>Parent opinion survey shows an increase in 'my child feels motivated to learn' from 73%</p> <p>Parent opinion survey shows an increase in 'my child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours' from 73%</p> <p>Parent opinion survey shows a decrease in 'my child has been bullied recently at school' from 47%</p> <p>Average attendance rate for all year levels to be above 95%</p>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	To build teacher capacity to develop a whole school instructional model that delivers positive student outcomes across the curriculum.

## Define Evidence of Impact and Activities and Milestones - 2018

Eppalock Primary School (1788)

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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	To build teacher capacity to plan, differentiate and deliver a purposeful literacy program across a multi age grouping.
Actions	<p>Connect with other small schools to implement a PLC process.</p> <p>Continue to track and monitor whole school data using excel.</p> <p>Develop a consistent instructional model which utilises High Impact Teaching strategies as a focus.</p> <p>Continue to refine learning walks and peer observations.</p> <p>Reading, writing and numeracy data boards used monthly as basis for case management discussion about students and effective teaching and learning.</p> <p>Students in senior classroom track their own data from on demand and essential assessment programs and set goals to improve outcomes.</p> <p>Utilise specialist staff to allow shared planning sessions</p>

	<p>Formalised professional development plans linked to improving Literacy and Numeracy student outcomes.</p> <p>Access Bastow for Professional learning programs in Literacy and Numeracy.</p> <p>Consistent moderation practices across classrooms and schools</p> <p>Continue to provide intervention and extension groups where possible.</p>			
Evidence of impact	As teachers - what changes in behaviour and actions will we see in staff and students?			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Connect with other small schools to implement a PLC process.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to track and monitor whole school data using excel.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a consistent instructional model which utilises High Impact Teaching strategies as a focus.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to refine learning walks and peer observations.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Access Bastow for Professional learning programs in Literacy and Numeracy.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Reading, writing and numeracy data boards used monthly as basis for case management discussion about students and effective teaching and learning	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students in senior classroom track their own data from on demand and essential assessment programs and set goals to improve outcomes.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use data to identify students who need extra support with literacy and numeracy.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Further develop a relevant, challenging and stimulating learning environment that creates consistently high levels of student engagement and positive behaviours.
<b>12 month target 2.1</b>	<p>I look forward to going to school 2017 - 40% 2018 goal - 60%</p> <p>I feel proud about being a student at this school 2017 - 50% 2018 goal 70%</p> <p>School Connectedness (sense of belonging) 2017 52% 2018 goal 75%</p> <p>My teacher cares about how i am feeling 2017 64% - 2018 goal 85%</p> <p>My teacher seems to know if something is bothering me 2017 45% - 2018 goal 70%</p> <p>I cant talk to my teacher if something is worrying me 2017 45% - 2018 goal 70%</p> <p>Students at this school treat teachers with respect 2017 20% - 2018 goal 60%</p> <p>Students at this school treat each other with respect 2017 60% - 2018 goal 80%</p> <p>To maintain current levels of positivity shown in the 2017 parents opinion survey and have all areas stay consistent or improve. Specific focus on the following areas.</p>

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<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	To build teacher capacity to develop a whole school instructional model that delivers positive student outcomes across the curriculum.			
Actions	<p>Assign role of respectful relationships coordinator to staff member</p> <p>Implement steps from respectful relationships action plan developed in 2017</p> <p>Ensure respectful relationships units are embedded in term planners</p> <p>Conduct respectful relationships launch day for school community.</p> <p>Liaise with Spring Gully as respectful relationships lead school</p> <p>Attend Berry St training pd sessions to complete program</p> <p>Implement 15min circle time and check in each classroom at start of day.</p> <p>Ensure each classroom has display of student feelings</p> <p>Continue to explore extra curricular activities and excursions to engage and motivate students</p> <p>Explore stem and digital literacies curriculum by providing specialist subjects with teachers with expertise.</p>			
Evidence of impact	As teachers - what changes in behaviour and actions will we see in staff and students?			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Explore stem and digital literacies curriculum by providing specialist subjects with teachers with expertise.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Assign role of respectful relationships coordinator to staff member	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement steps from respectful relationships action plan developed in 2017	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Ensure respectful relationships units are embedded in term planners	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Conduct respectful relationships launch day for school community.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Liaise with Spring Gully as respectful relationships lead school	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Eppalock Primary School (1788)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Connect with other small schools to implement a PLC process.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site  Working with other small schools to

						implement a PLC process around improving Literacy and Numeracy student outcomes.
Develop a consistent instructional model which utilises High Impact Teaching strategies as a focus.	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Access Bastow for Professional learning programs in Literacy and Numeracy.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  Investigate course at Bastow with a focus on improving literacy and numeracy curriculum and teaching and learning practices.

Explore stem and digital literacies curriculum by providing specialist subjects with teachers with expertise.	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site  pd provided by outside source being investigated by Lydia Fehring
Implement steps from respectful relationships action plan developed in 2017	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Ensure respectful relationships units are embedded in term planners	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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"/> On-site

## Documents that support the plan

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

### Dimension 1

[2017 AIP Eppalock PS end of year.docx \(0.13 MB\)](#)

### Self-evaluation Summary

[Eppalock PS School Strategic Plan 2015-2018.docx \(1.27 MB\)](#)

### 2018 Annual Implementation Plan

[2017 AIP Eppalock PS end of year.docx \(0.13 MB\)](#)

[Attitudes to school survey 2017.pdf \(0.11 MB\)](#)

[Parent opinion survey 2017.pdf \(0.08 MB\)](#)  
[School Performance report 2017.pdf \(1.85 MB\)](#)

Draft