

Annual Implementation Plan: for Improving Student Outcomes

School name: Eppalock Primary School

Year: 2017

School number: 01-1788

Based on strategic plan: 2015 - 2018

Endorsement:

Principal: Mr Jason O'Neill (acting)

Senior Education Improvement Leader: Mr Damien Jenkyn [date]

School Council President: Mr Andrew Gallagher

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	Improvement Priorities	Improvement Initiatives	
<ul style="list-style-type: none"> 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. Further develop a relevant, challenging and stimulating learning environment that creates consistently high levels of student engagement and positive behaviours. 	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:
<p>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.</p>
<p>Eppalock Primary School's current School Strategic Plan outlines a key focus around the development of student learning, particularly in the areas of Literacy and Numeracy. Our current SSP clearly aligns itself with the priority area of 'Excellence in teaching and learning'. The targets listed in the SSP which are in line with the initiative of 'Building practice excellence' include;</p> <ul style="list-style-type: none"> 'All students, deemed capable will experience at least 12 months growth in reading, writing and numeracy each year'. 'At least 10-15% of students to achieve a learning growth of more than one year above their previous baseline standards in AusVELS English and Mathematics'. <p>The evaluation of the school data demonstrates a decline in most data sets in 2016. Prior to this time, the school was working well towards our proposed targets within the SSP.</p> <p>The second initiative we felt will address the school's current needs centres around 'Setting expectations and promoting inclusion'. We need to continue to build a positive school climate for all students where our school values inform our choice of our behaviours; where high expectations are embedded and a sense of ownership and belonging to our school community is fostered. To do this we need to increase the opportunity for students to make connections to their peers and to make positive behavioural choices. Students will be provided opportunities to access student leadership initiatives and student voice forums. Current Attitudes to School data of students in Years 5 and 6 show a significant decline in the areas of Student Connectedness to School, Stimulating Learning, Teacher Effectiveness and Learning Confidence and remain below the State Mean Factor Scores.</p>



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">• Further build quality teacher practice through whole school teaching and learning strategies, shared planning and structured professional development opportunities.• Develop shared understanding of effective teaching/instructional model.• Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data.• Empower students to understand and use their own data to set and monitor learning goals.
Setting expectations and promoting inclusion	<ul style="list-style-type: none">• Develop and implement strategies to support positive behaviours and improved engagement for all students.• Plan for the provision of challenging goals and effective feedback for students and teachers.• Plan, document and implement co-ordinated strategies to engage students and parents as partners in learning.• Continue to provide a differentiated learning program that engages and motivates students.



Framework for Improving Student Outcomes

Published: February 2016

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.

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12 MONTH TARGETS	<p>NAPLAN Relative Growth (%) – Students will demonstrate at least the state benchmark for relative growth in Writing, Reading and Number each year for the life of the Strategic Plan.</p> <p>Reading</p> <table border="1" data-bbox="528 709 1222 898"> <thead> <tr> <th></th> <th>School 2017</th> <th>School 2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25</td> <td>100</td> <td>25.2</td> </tr> <tr> <td>Medium</td> <td>50</td> <td>0</td> <td>50.0</td> </tr> <tr> <td>High</td> <td>25</td> <td>0</td> <td>24.7</td> </tr> </tbody> </table> <p>Writing</p> <table border="1" data-bbox="528 961 1222 1108"> <thead> <tr> <th></th> <th>School 2017</th> <th>School 2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25</td> <td>50</td> <td>26.2</td> </tr> <tr> <td>Medium</td> <td>50</td> <td>0</td> <td>49.6</td> </tr> <tr> <td>High</td> <td>25</td> <td>50</td> <td>24.1</td> </tr> </tbody> </table> <p>Number</p> <table border="1" data-bbox="528 1171 1222 1318"> <thead> <tr> <th></th> <th>School 2017</th> <th>School 2016</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25</td> <td>0</td> <td>26.0</td> </tr> <tr> <td>Medium</td> <td>50</td> <td>100</td> <td>49.6</td> </tr> <tr> <td>High</td> <td>25</td> <td>0</td> <td>24.4</td> </tr> </tbody> </table> <p>Teacher Judgment against AusVELS demonstrates growth each year in the number of students (Foundation to Grade 6) working at or above the expected level in Reading Writing and Number (%)</p> <table border="1" data-bbox="528 1381 1151 1528"> <thead> <tr> <th></th> <th>School 2017</th> <th>School 2016</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90</td> <td>88</td> </tr> <tr> <td>Writing</td> <td>82</td> <td>80</td> </tr> <tr> <td>Numeracy</td> <td>80</td> <td>78.5</td> </tr> </tbody> </table>						School 2017	School 2016	State	Low	25	100	25.2	Medium	50	0	50.0	High	25	0	24.7		School 2017	School 2016	State	Low	25	50	26.2	Medium	50	0	49.6	High	25	50	24.1		School 2017	School 2016	State	Low	25	0	26.0	Medium	50	100	49.6	High	25	0	24.4		School 2017	School 2016	Reading	90	88	Writing	82	80	Numeracy	80	78.5
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Embed a whole school approach to assessment and the use of data and evidence, to track the progress of every student and inform point of learning through the triangulation of data.	Develop School Data Wall to track the progress of every student and use to direct teacher discussion and planning during staff meetings. Ensure teacher judgment against AUSVELS/Victorian Curriculum is informed through the triangulation of data from the School Assessment Schedule.	Principal and Teaching staff.	Mar 2017	6 months: Data Wall for Literacy & Numeracy developed and displayed in the Staff Room.	●	A data wall has been produced electronically to ensure privacy for students and families. An intervention and extension program is being set up for second semester. Staff have discussed the triangulation of data to inform judgement. We participated in a small schools moderation session at Raywood before report writing time.		0
			Nov 2017	12 months: Triangulation of data used to inform teacher judgement against AUSVELS/Victorian Curriculum. Evidence in teacher work programs that assessment data is used to differentiate for student learning needs.	●	There is evidence of data being used to differentiate the curriculum in each of the classrooms. Discussion around data has occurred at staff meetings and in shared planning times. Data has been used to identify students for an intervention program in the second half of the year. These students have also been identified for extra literacy assistance with adult helpers and the story dogs program. EYKLN funding has also been accessed after reviewing data. Essential assessment is being used to assist with developing individual learning plans in literacy and numeracy.		
	Further build on the whole of school approach to assessment collection and storage through the use of Accelerus Light reporting program	Principal or administrator or of Grade Expert	Late Term 1 or Early Term 2	6 months: Staff develop understanding of how assessment data can be stored centrally using Accelerus Light reporting program and data wall.	●	Accelerus Light reporting program has been introduced at half year. Staff have used this to produce reports which went out in June. Staff have a weekly timetabled session where data is shared and discussed.		\$600
				12 months: Staff using Accelerus Light reporting program and data wall to track student achievement and store assessment data.	●	We are beginning to use the small mobile data boards to guide discussion about progress and tracking students. We have modelled what it could and should look like after attending PD and speaking with other schools. This will become a more regular practice in 2018 with key data sets.		
Empower students to understand and use their own data to set and monitor learning goals.	Grade 4/5/6 students using My Individual Data Plans to inform their learning and set goals for improvement.	Gr 4-6 Teacher	Term 1 and ongoing through - out the year.	6 months: Grade 4/5/6 students using My Individual Data Plans to inform their learning and set goals for improvement.	●	Students in senior classes set goals in their diaries each week and reflect on their progress. Students are about to set up a technology based portfolio which will include data from key learning areas and reflections on their own learning. Senior students have a learning journal which was used at 3 way conferences to share progress. They were able to share goals for second semester that they had developed.		0
				12 months: Grade 4/5/6 students using My Individual Data Plans to inform their learning and set goals for improvement.	●	Students in the senior rooms have continued to reflect on their assessments and achievement and set their own goals for improvement. Essential assessment has been used to model how they need to review their work and focus on their strengths and areas of improvement. Students have been able to use technology to collect work and comment on their learning. All students across the school discuss their reading improvement and talk about how they can improve further.		
Further build quality teacher practice through consistent use of shared effective instructional model, shared planning and structured professional development opportunities.	Further implement a whole school approach to Curriculum planning and documentation. Teacher planning documents are consistent across the school and clearly demonstrate differentiation for student needs based upon data analysis. Highly effective teaching model developed and embedded across the school through teacher observations & feedback. Peer observations to take place at least once per term beginning formally in term	All teachers.	Planning days To take place in the last two weeks of each term.	Improvement in related student achievement data in key learning areas of Reading, Writing and Number.	●	A change in the timetable has enabled classroom teachers to spend time together on a weekly basis to discuss teaching and learning and data analysis. Effective teaching model has been discussed during this time and key elements of this will be used as the basis for Peer observations in term 3.		0
				Teacher observations & feedback demonstrate embedding of shared instructional teaching model. Redeveloped Literacy & Numeracy Term Planners developed & implemented for Term 2.	●	This is a key area to focus on in 2018. School has had some discussion around curriculum documents and we have spoken with our EILS as where best to start		
				12 months: Student achievement data demonstrates learning growth as per school targets.	●			



3.	Further build on the implementation of the Words our Way program to improve whole school Spelling skills and knowledge Continue developing 'engaging learning' model for EPS. Contact with, or visits to, exemplary practice schools.	All teachers	Term 1 and ongoing through - out the year.	Redeveloped Literacy & Numeracy Term Planners developed & implemented for Terms 3 & 4.		this process of improvement. Teachers have agreed upon some of the non negotiables of the HITS document as a starting point for our own instructional model at Eppalock PS. We have looked at models from other schools. Peer observations and some team teaching has taken place across the school. We will be looking at the key roles of literacy and numeracy leaders and ensuring they are able to lead the development of the documentation.	
				6 months: All staff have participated in professional learning relating to the implementation of the Words our Way spelling program. The Words our Way spelling program is evident in all classrooms and planning documents.	●	Words our Way professional development has been included in term 3 staff meeting and PD time using current staff member as a trainer. Staff have visited Eaglehawk North PS to learn about CAFÉ reading literacy model and have attended small school cluster moderation session to further improve practice.	0
				12 months: The data from teaching Words our Way demonstrates improved spelling skills and knowledge.	●	Words our way PD from internal staff has not taken place in the second half of the year and will need to be more consistently shared in 2018 as we become more consistent with teaching and learning practice. Junior classes are using it daily and have good routines set up. Visiting Kennington it was great to see a good model of consistent practice across the classrooms with similar teaching content and consistent conversations about the data and teaching and learning.	



Section 2: Improvement Initiatives

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Develop and implement strategies to support positive behaviours and improved engagement for all students.	Continued explicit teaching of Mindfulness techniques and emotional intelligences. Positive behaviour matrix displayed in the school and classrooms and referred to regularly.	Classroom teachers, principal and SSSO	Mindfulness sessions conducted regularly during the week in each classroom and is reflected in work programs.	6 months: Teacher work programs demonstrate daily planned teaching of Mindfulness activities.	●	Behaviour matrix and EPS behaviour management policy and procedures have been in display around the school since day one. Classroom management system has been sent home to families at half year to revisit strategies used at school. Mindfulness is included in work programs across the school. Berry St training has further embedded strategies in the school.		0
				12 months: Attitudes to school survey results demonstrate a decrease in student distress.	●		Student attitude to school survey results showed improvement in welfare areas but always something to continue to develop. As a school we have participated in the first stages of Berry St training and as a partner school of Respectful relationships. We will implement a number of these strategies in all classrooms next year. Across classrooms students have been quite settled and are engaging more readily in classroom work.	
Plan, document and implement co-ordinated strategies to engage students and parents as partners in learning.	Promote Junior School Council and opportunities for student voice. Ensure student positions of responsibility are in place. Systematic formal follow-up of families with student absence concerns. Expand range of lunchtime/extra-curricular activities. Document and communicate to wider community. ILIPS's continue to be refined and improved. Regular SSG's and the development of behaviour and support plans where needed.	Classroom teachers and principal Principal & bursar Classroom teachers and principal Classroom teachers and principal Classroom teachers and principal	Week 3 Term 1	6 months: All student leadership positions are publicly acknowledged, documented and celebrated.	●	Junior School council is established and is working across the school. A green team has also been established to promote further student voice and involvement. Lunch time clubs have been set up throughout the year, including Chess, drama and paper folding. Clubs have expanded into Friday afternoon sessions with parent involvement. ILIP's and SSG meetings have been regular in the first half of the year. We have worked with support staff and Baltara to develop behaviour support plans for students in need.		\$100
			Ongoing	No families with historical attendance concerns now appear in the 'at risk' absence data.				
			Ongoing					
			Ongoing					
Continue to provide a differentiated learning program that engages and motivates students	Collate and monitor data in literacy and numeracy. Data continued to be analysed within whole staff team to identify learning needs of students. Developed ownership of student needs within staff and Professional Learning sessions to improve best practice. Professional learning sessions offer opportunities to develop and review relevant learning and teaching strategies.	All staff Principal Classroom teachers and principal Classroom teachers and principal	Ongoing	6 months: Data collected, analysed and shared with all staff regularly.	●	Achievement levels of students is shared at staff meetings. Data has been used as basis for selecting students to be part of extension and intervention groups in semester 2. Professional development program in place for all staff in 2017.	\$6000	\$0
			Ongoing	Documented professional learning program across 2017.				
			Ongoing	Planned, timetabled professional development sessions around differentiation.				
			Ongoing	12 months: Evidence of modified teaching programs identifying differentiation for individual needs is reflected in teacher work programs and planning. Staff meeting minutes demonstrate analysis of data and differentiating for student needs.	●		As mentioned above - There is evidence of data being used to differentiate the curriculum in each of the classrooms. Discussion around data has occurred at staff meetings and in shared planning times. Data has been used to identify students for an intervention program in the second half of the year. These students have also been identified for	



			Staff are taking ownership of their data and the responsibility for differentiating curriculum for students across the team.		extra literacy assistance with adult helpers and the story dogs program. EYKLN funding has also been accessed after reviewing data. Essential assessment is being used to assist with developing individual learning plans in literacy and numeracy.		
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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	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
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]				
Next Steps:				

