

2016 Annual Implementation Plan: for Improving Student Outcomes



5513

Epping Views Primary School 2016

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed..... <i>PKubat</i> Name Pauline Kubat Date 23-3-2016
Endorsement by School Council	Signed..... <i>JG</i> Name Joanne Gellel Date 24-3-2016
Endorsement by Senior Advisor	Signed..... Name David Kilmartin Date

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
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	

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

From 2012 through to 2015, Epping Views Primary School has focussed extensively on building teaching teams with a focus on consistent curriculum, pedagogy and approaches to team planning for improved student outcomes across the school. The peer review in 2015 identified that Achievement targets set were substantially achieved for Years Prep – 3 but less often for Years 4 – 6. Noted by the panel was the significant number of staff new to the school and in many cases, new to teaching, in 2016. Along with this, there are eight new teaching and learning coaches in each teaching team, with a high percentage of these leaders experiencing leadership roles out of the classroom for the first time. As a result, there is a need to focus on *Building leadership teams* to ensure the high focus on excellence in teaching and learning while building the capacity of leaders within the school.

The peer review in 2015 also identified that the *Student Safety* measure in the Parent Opinion Survey had decreased to the 48th percentile by 2014. Data in the 2015 Year 5 and 6 Student Attitudes to School Survey shows *Student Safety* increasing from the 18th percentile in 2013 to the 22nd percentile in 2015 and *Classroom Behaviour* increasing from the 10th percentile in 2013 to the 35th percentile in 2015. However, *Connectedness to Peers* decreased from the 39th percentile in 2015 to the 29th percentile in 2015, *Student Distress* decreased from the 35th percentile in 2013 to the 25th percentile in 2015 and *Student Morale* decreased from the 63rd percentile in 2013 to the 29th percentile in 2015. Anecdotally, behaviour management is an area identified by staff as a priority for professional learning. Due to this, a focus on *Setting expectation and promoting inclusion* was chosen.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS as numbered in the EVPS Strategic Plan
Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence	<ol style="list-style-type: none"> 1. Use coaching and peer observation as a means to continue strong support for staff professional learning, with a focus on improving teaching practice and consistency of practice in the delivery of quality, differentiated learning in Literacy and Numeracy. Maintain a focus on the 'structure' of lessons as well as the sequential skill development of student learning. 2. Through established teaching teams and a mini school model, build teacher skills and capacity to plan for and deliver lessons that are differentiated to appropriately extend and challenge each student. 3. Maintain and improve assessment practices and staff professional learning in rigorous data analysis, including increasing teacher skills in making sound, consistent judgements through whole school moderation in Literacy and Numeracy, as well as using assessments to establish the next teaching focus for each student. 6. Continue to develop emerging and current leaders' leadership capabilities.
Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students	<ol style="list-style-type: none"> 7. Increase student leadership opportunities in leading school initiatives and mentoring others in leadership. Continue to develop student leadership opportunities and skills. 8. Investigate and evaluate, including through the use of student focus groups, project based activities, such as those used in other schools where increased student engagement is identified. Implement project based activities that promote engagement and are suitable for the school. 9. Implement a Year 6 program with a high emphasis on student choice along with structured and differentiated learning. 12. Implement School Wide Positive Behaviour Support across the school, including continuing to develop a consistent and positive approach to behaviour management as well as using student focus groups to explore the extent of issues and their possible solutions.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																																																								
Goals	Optimise learning outcomes for all students, particularly in the key areas of Literacy and Numeracy.	Targets	<p>85% of all students demonstrate 12 months of learning in the key areas of Reading, Writing and Number, based on teacher judgements.</p> <p>NAPLAN by 2019:</p> <p>In Year 3, increase the amount of students assessed at or above Band 4:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015 Baseline Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>70%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>85%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>60%</td> </tr> </tbody> </table> <p>In Year 5, increase the amount of students assessed at or above Band 6:</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015 Baseline Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>65%</td> </tr> <tr> <td>Numeracy</td> <td>62%</td> <td>70%</td> </tr> </tbody> </table> <p>Increase the percentage of students demonstrating Medium or High growth from Year 3 to Year 5 in all areas.</p> <p>2015 Relative Growth of Students from Year 3 to Year 5 Baseline Data:</p> <table border="1"> <thead> <tr> <th rowspan="2">Domain</th> <th colspan="3">Percentage of Students</th> </tr> <tr> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Grammar & Punctuation</td> <td>27.0%</td> <td>47.0%</td> <td>26.0%</td> </tr> <tr> <td>Numeracy</td> <td>17.8%</td> <td>45.5%</td> <td>36.6%</td> </tr> <tr> <td>Reading</td> <td>19.8%</td> <td>51.5%</td> <td>28.7%</td> </tr> <tr> <td>Spelling</td> <td>15.0%</td> <td>52%</td> <td>33.0%</td> </tr> <tr> <td>Writing</td> <td>37.8%</td> <td>37.8%</td> <td>24.5%</td> </tr> </tbody> </table>			Domain	2015 Baseline Data	2019 Target	Reading	64%	70%	Writing	78%	85%	Numeracy	52%	60%	Domain	2015 Baseline Data	2019 Target	Reading	57%	65%	Writing	57%	65%	Numeracy	62%	70%	Domain	Percentage of Students			Low	Medium	High	Grammar & Punctuation	27.0%	47.0%	26.0%	Numeracy	17.8%	45.5%	36.6%	Reading	19.8%	51.5%	28.7%	Spelling	15.0%	52%	33.0%	Writing	37.8%	37.8%	24.5%
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		12 month targets	<ul style="list-style-type: none"> 85% of all students demonstrate 12 months of learning in the key areas of Reading, Writing and Number, based on teacher judgements. Increase the amount of students in Year 3 assessed at or above Band 4 in identified areas of NAPLAN (see above) by a minimum of 2%. Increase the amount of students in Year 5 assessed at or above Band 6 in identified areas of NAPLAN (see above) by a minimum of 2%. Increase the percentage of students demonstrating Medium or High growth from Year 3 to Year 5 in all areas. 																																																					
KIS as numbered in Strategic Plan	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress																																																			
2	Implement a mini school model, where all year levels and teachers within are led and coached by a teaching and learning coach.	SRP Year level coaches	Principal Team	Term 1	<ul style="list-style-type: none"> Continued consistency in planning and delivery of pedagogy in the key areas of Literacy and Numeracy across the school. Increased leader and teacher capacity in leading, using data effectively, planning and teaching in line with EVPS guidelines. 																																																			
5	Establish a Numeracy Support Program.	SRP Numeracy Support teacher	Principal Numeracy Leaders	Term 1 Ongoing	<ul style="list-style-type: none"> Improved student outcomes for specific students taking part in the Numeracy Support Program. 																																																			
6	Provide professional learning and leadership development for leaders, including coaches, within the school. <ul style="list-style-type: none"> Coaching training through Growth Coaching International Principal team coaching Weekly team coaching meetings Individual leadership coaching Whittlesea Network Leaders in the Making 	Professional Learning budget CRT budget	Principal Team External presenters	Ongoing	<ul style="list-style-type: none"> Increased capacity of leaders within the school. 																																																			

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6	Build the capacity of leaders to lead cohorts, curriculum and wellbeing across the school.	Professional Learning budget Meeting Schedule Coaches Timetables External Consultants	Principal Team	Ongoing	<ul style="list-style-type: none"> Increased leadership capabilities.
2	Provide time within the weekly timetable to allow teams of teachers to plan together, with a focus on further development of teacher professional capacity to scaffold learning and monitor the impact on students' learning.	SRP Timetable	Principal Team Year Level Coaches	Ongoing	<ul style="list-style-type: none"> Continued consistency in planning and delivery of pedagogy in the key areas of Literacy and Numeracy across the school. Increased leader and teacher capacity in leading, using data effectively, planning and teaching in line with EVPS guidelines.
1	Ensure the EVPS Meeting Schedule provides opportunities for differentiated professional learning in the key areas of Literacy & Numeracy, including building knowledge around the structure, pedagogy and sequential content of lessons.	Meeting Schedule	Assistant Principal Year Level Coaches	Ongoing	<ul style="list-style-type: none"> Increased teacher knowledge of content of curriculum as well as capacity to differentiate teaching and learning for improved student outcomes.
3	Ensure the EVPS Meeting Schedule provides time for the moderation of student work samples in the key areas of Literacy and Numeracy, including consideration within and across year levels, in order for teachers to make sound, consistent judgements.	Meeting Schedule	Assistant Principal Year Level Coaches	Termly	<ul style="list-style-type: none"> Increased consistency in teacher judgements. Literacy and Numeracy moderation embedded in <i>EVPS Meeting Schedule</i>.
1	Review the current school based curriculum documentation in light of the Victorian Curriculum.	Assistant Principal Schedule Curriculum Leaders' Timetables	Assistant Principal Literacy and Numeracy Leaders	Term 2	<ul style="list-style-type: none"> Updated school based curriculum documentation. Increased knowledge of leaders of the Victorian Curriculum.
1	Provide professional learning for staff introducing the Victorian Curriculum.	Meeting Schedule	Assistant Principal Literacy and Numeracy Leaders	Semester 2	<ul style="list-style-type: none"> Increased knowledge of teachers of the Victorian Curriculum.
1	Visit other schools to investigate models of practice, as well as to reflect on and continually improve our own models of practice.	Curriculum Leaders' Timetables CRT budget	Principal Team	Ongoing	<ul style="list-style-type: none"> Recorded reflections of visits to other schools. Review and refinement of EVPS processes.
2	Ensure there is a focus on differentiating learning for individuals and small groups, based on precise interpretation of data and personalised planning based on data.	Team Planning	Year Level Coaches	Ongoing	<ul style="list-style-type: none"> Weekly planning meetings and work programs demonstrate differentiated learning for students in key areas of Literacy and Numeracy and the use of data to guide.
1	Continue to provide opportunities for leaders and teachers to observe each other, ensuring there is a focus on providing effective feedback.	SRP Timetable Professional Learning Schedule	Principal Team	Ongoing	<ul style="list-style-type: none"> Increased capacity of leaders and teachers within the school.
4	Investigate and begin to trial consistent ways of providing precise and timely feedback to students about their learning, as well as ways of receiving specific feedback from students to teachers.	Year Level Coaches' Timetables	Year Level Coaches	Term 2, 3 and 4	<ul style="list-style-type: none"> Increased capacity of leaders to investigate and lead change. Increased opportunities for students to provide specific feedback to teachers, leading to continual improvement in teaching. Increased opportunities for students to receive specific feedback about their learning, leading to continual improvement in learning.
4	Investigate ways of ensuring student goal setting is based on their learning and linked to student feedback.	Year Level Coaches' Timetables	Year Level Coaches	Term 2, 3 and 4	<ul style="list-style-type: none"> Increased capacity of leaders to investigate and lead change. Student goal setting linked more specifically to feedback and learning.

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ENGAGEMENT																																														
Goals	<p>Increase students' sense of connectedness to school and interest in engaging in their own learning.</p>																																													
	<p>Targets</p> <p>Increase <i>Teaching and Learning</i> factors of combined Year 5 and 6 <i>Attitudes to School Survey</i> data by 15 percentile points by 2019.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Teaching & Learning Factor</th> <th style="background-color: #d9e1f2;">2015 Baseline Data</th> <th style="background-color: #d9e1f2;">2019 Target</th> </tr> </thead> <tbody> <tr><td>Learning Confidence</td><td>49.7</td><td>64.7</td></tr> <tr><td>School Connectedness</td><td>23.6</td><td>38.6</td></tr> <tr><td>Stimulating Learning</td><td>20.4</td><td>35.4</td></tr> <tr><td>Student Motivation</td><td>53.2</td><td>68.2</td></tr> <tr><td>Teacher Effectiveness</td><td>23.8</td><td>38.8</td></tr> <tr><td>Teacher Empathy</td><td>21.0</td><td>36.0</td></tr> </tbody> </table> <p>Increase identified factors of <i>Parent Opinion Survey</i> data by 10 percentile points by 2019.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">School Climate Factor</th> <th style="background-color: #d9e1f2;">2015 Baseline Data</th> <th style="background-color: #d9e1f2;">2019 Target</th> <th style="background-color: #d9e1f2;">Student Engagement Factor</th> <th style="background-color: #d9e1f2;">2015 Baseline Data</th> <th style="background-color: #d9e1f2;">2019 Target</th> </tr> </thead> <tbody> <tr><td>Stimulating Learning</td><td>30.4</td><td>40.4</td><td>Student Motivation</td><td>71.2</td><td>81.2</td></tr> <tr><td>Learning Focus</td><td>36.8</td><td>46.8</td><td>School Connectedness</td><td>63.3</td><td>73.3</td></tr> <tr><td>General Satisfaction</td><td>38.1</td><td>48.1</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Reduce average absence days per full time equivalent by 2017.</p> <p><i>2015 Baseline Data: P to Year 6 average: 17.6 days</i></p>	Teaching & Learning Factor	2015 Baseline Data	2019 Target	Learning Confidence	49.7	64.7	School Connectedness	23.6	38.6	Stimulating Learning	20.4	35.4	Student Motivation	53.2	68.2	Teacher Effectiveness	23.8	38.8	Teacher Empathy	21.0	36.0	School Climate Factor	2015 Baseline Data	2019 Target	Student Engagement Factor	2015 Baseline Data	2019 Target	Stimulating Learning	30.4	40.4	Student Motivation	71.2	81.2	Learning Focus	36.8	46.8	School Connectedness	63.3	73.3	General Satisfaction	38.1	48.1			
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	<p>12 month targets</p> <ul style="list-style-type: none"> • Increase identified factors (as above) of the Year 5 and 6 <i>Attitudes to School Survey</i> data by 4 percentile points. • Increase identified factors (as above) of the <i>Parent Opinion Survey</i> data by 3 percentile points. • Reduce average absence days per full time equivalent. 																																													

KIS <i>as numbered in Strategic Plan</i>	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
9	Implement a Year 6 program with a high emphasis on student choice along with structured and differentiated learning.	ICT Leader Timetable Electives budget	Principal Team Year 6 Coach	Term 1 Ongoing	<ul style="list-style-type: none"> • Increased student choice in learning. • Increased student engagement in learning.
9	Increase digital learning tools used to facilitate Year 6 program.	ICT budget	ICT Leader Year 6 Coach	Term 1	<ul style="list-style-type: none"> • Increased student engagement in learning. • Increased student outcomes in digital learning.
9	Purchase furniture for the Orange Portables to support the variety of teaching and learning tools being implemented in the Year 6 program.	Furniture budget	Assistant Principal Year 6 Coach Year 6 Team Leader	Term 1	<ul style="list-style-type: none"> • Increased student engagement in learning. • Increased student connectedness to school.
8 9	Visit other schools to investigate project based activities that promote engagement, as well as to reflect on and continually improve our own teaching and learning.	Curriculum Leaders' Timetables CRT budget	Assistant Principals Coaches	Ongoing	<ul style="list-style-type: none"> • Increased teacher capacity to provide, effectively use and teach in engaging learning spaces. • Continual improvement in teaching and learning.
9	Survey students in the Year 6 cohort on areas of interest in order to plan specific project / elective based teaching and learning.	Survey	Year 6 Coach Year 6 Teachers	Term 4 2015 Term 2 2016	<ul style="list-style-type: none"> • Curriculum choices offered to students in Year 6 based on student interest. • Increased student engagement in learning. • Increased student connectedness to school.

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9	Survey students in the Year 5 cohort on areas of interest in order to plan specific project / elective based teaching and learning for Year 6 in 2017.	Survey	Year 6 Coach Year 6 Teachers	Term 4	<ul style="list-style-type: none"> Curriculum choices offered to students in Year 6 based on student interest.
9	Provide students in the Year 6 cohort with a choice of electives.	ICT Leader Timetable Year 6 Timetable	Year 6 Coach Year 6 Teachers	Ongoing	<ul style="list-style-type: none"> Increased student engagement in learning. Increased student connectedness to school.
7	Investigate further opportunities for student leadership.	CRT budget School visits	Wellbeing Team Leadership Team Student Leadership Leaders	Ongoing	<ul style="list-style-type: none"> Increased student involvement in leadership development and opportunities across Years 4 – 6, including Sustainability, Junior School Council, Peer Support Program and Houses.
9	Seek feedback from students and teachers of Year 6 cohort about the effectiveness of strategies implemented.	Year 6 Coach's Timetable Assistant Principal Schedule	Year 6 Coach Assistant Principals	Term 2 Term 4	<ul style="list-style-type: none"> Increased student voice. Refinement of EVPS processes and strategies, based on feedback.
1 8	Review EVPS Integrated Curriculum Scope and Sequence documentation in light of Victorian Curriculum and make necessary changes.	Release from teaching CRT budget	Assistant Principal Integrated Curriculum Leader	Term 2 and 3	<ul style="list-style-type: none"> Updated school based curriculum documentation. Increased knowledge of leaders of the Victorian Curriculum.
8	Investigate project based activities that promote engagement across Prep to Year 5, including whole school activity days and events, e.g. Sustainability Days, Sports Days, etc.	Special programs Term planners	Program Leaders Specialists	Ongoing	<ul style="list-style-type: none"> Increased school connectedness and student motivation.
8	Continue to strengthen Sustainability processes and project based learning through multi age activities.	Release from teaching Timetable SRP	Sustainability Leader Sustainability Action Team Leaders	Termly	<ul style="list-style-type: none"> Renewed focus on Sustainability. Increased teacher and student involvement in and knowledge of Sustainability practices.
10	Investigate opportunities for more student choice to be included in students' digital portfolios in Years 5 and 6.	ICT Leader Timetable	ICT Leader Year 5 and 6 Coaches	Ongoing	<ul style="list-style-type: none"> Increased student effort and value in digital portfolios.
11	Feed data from 2016 Attitudes to School Survey back to students and seek clarification and further information to inform further plans for improvement.	Year 5 and 6 Coaches' Timetables	Year 5 and 6 Coaches	Term 3	<ul style="list-style-type: none"> Increased student connectedness to school. Increased clarity for teachers and leaders in regards to <i>Student Attitudes to School</i> survey data.
7	Provide opportunities for student leaders to meet with staff, including leadership.	Termly meetings School Council agenda	JSC Leaders Leaders of Student Leadership	Termly	<ul style="list-style-type: none"> Increased student voice and involvement in leadership. Increased profile of student leaders.
10	Ensure the Digital Learning Leader has a strong emphasis on maintaining an engaging and effective 1:1 netbook program, including maximised opportunities for students to be using their 1:1 netbook.	SRP ICT budget	Digital Learning Leading Teacher Year 4 – 6 Leaders & Teachers	Ongoing	<ul style="list-style-type: none"> Increase in the amount of students partaking in the 1:1 netbook program.
10	Ensure the Digital Learning Leader maintains the better than 1:2 ratio of netbooks for students across the school who are not a part of the 1:1 netbook program.	SRP ICT budget	Digital Learning Leading Teacher	Ongoing	<ul style="list-style-type: none"> Continued high level of access to netbooks and other forms of digital learning for all students, including those not taking part in the 1:1 netbook program.
10	Ensure the Digital Learning Leader maintains the school website to a very high standard and in turn trains other key staff to maintain aspects of the website.	ICT Leader Timetable	Digital Learning Leading Teacher	Ongoing	<ul style="list-style-type: none"> Increased satisfaction in regard to the information provided to the community through the website.
10	Provide time for the Accelerus leader and team to increase their own learning about Accelerus and ensure the program is being used effectively by coaches and teachers for a range of purposes, including: <ul style="list-style-type: none"> Student Reporting Data collation and analysis Writing and reviewing Education Learning Plans (ELPs) and Individual Learning Plans (ILPs) 	CRT budget Meeting Schedule	Assistant Principal Accelerus Leader	Termly	<ul style="list-style-type: none"> Increased skills in using Accelerus Increased staff confidence in the use of Accelerus for a range of purposes.
10 12	Use data extracted from Accelerus, staff and student surveys and sickbay to inform curriculum planning and analysis of negative behaviours needing to be addressed in priority order.	SWPBS Working Party meetings	Assistant Principals Coaches SWPBS Team School Nurse	Ongoing	<ul style="list-style-type: none"> Increased use of data to inform decisions regarding behaviour management.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING								
Goals	Cater for students' personal, social and physical development in a positive, supportive and safe environment.	Targets	Increase <i>Student Relationships</i> and <i>Wellbeing</i> factors of combined Year 5 and 6 <i>Attitudes to School Survey</i> data by 15 percentile points by 2019.					
			Student Relationships Factor	2015 Baseline Data	2019 Target	Wellbeing Factor	2015 Baseline Data	2019 Target
			Classroom Behaviour	34.5	49.5	Student Distress	25.2	40.2
			Connectedness to Peers	28.6	43.6	Student Morale	29.4	44.4
Student Safety	21.6	36.6						
			Increase identified factors of <i>Parent Opinion Survey</i> data by 10 percentile points by 2019.					
School Climate Factor	2015 Baseline Data	2019 Target	Student Behaviour Factor	2015 Baseline Data	2019 Target			
Behaviour Management	0.8	50.8	Student Safety	40.8	50.8			
Transitions	31.3	41.3	Classroom Behaviour	48.3	58.3			
Parent Input	16.9	26.9						
General Satisfaction	38.1	48.1						
Student Engagement Factor	2015 Baseline Data	2019 Target						
Connectedness to Peers	53.8	63.8						
Social Skills	48.8	58.8						
			Reduce average absence days per full time equivalent by 2017.					
			<i>2015 Baseline Data: P to Year 6 average: 17.6 days</i>					
		12 month targets	<ul style="list-style-type: none"> • Increase identified factors (as above) of the Year 5 and 6 <i>Attitudes to School Survey</i> data by 4 percentile points. • Increase identified factors (as above) of the <i>Parent Opinion Survey</i> data by 3 percentile points. • Reduce average absence days per full time equivalent. 					
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12 - 16	Employ a third Assistant Principal with a key focus on Wellbeing.	SRP	Principal	Term 4 2015	<ul style="list-style-type: none"> • Increased leadership profile • Increased wellbeing programs 			
16	Employ an Occupational Therapist 0.2 EFT to provide support for identified students requiring therapy as well as professional learning for staff.	SRP Meeting Schedule	Principal Assistant Principal	Ongoing	<ul style="list-style-type: none"> • Needs of students with disabilities are met to a more precise level. • Increased knowledge and skills of leaders and teachers to better support students, including those with disabilities. 			

KIS as numbered in Strategic Plan	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
16	Employ an Autism Spectrum Disorder (ASD) expert 0.2 EFT to provide support for identified students, as well as coaching and professional learning for teachers of students identified as having ASD.	SRP Meeting Schedule	Principal Assistant Principal	Ongoing	<ul style="list-style-type: none"> Needs of students with disabilities are met to a more precise level. Increased knowledge and skills of leaders and teachers to better support students, including those with disabilities.
12 - 16	Employ a teacher 0.6 EFT to further support the Wellbeing Team.	SRP	Principal	Ongoing	<ul style="list-style-type: none"> Increased communication between SSSOs and Wellbeing Team and in turn, other staff.
12	Engage a behaviour analyst to provide a professional development day for the whole staff with a focus on School Wide Positive Behaviour Support (SWPBS), as well as continued professional learning for staff throughout the year.	Professional Learning budget	Assistant Principals	Term 1 Ongoing	<ul style="list-style-type: none"> Increased knowledge and skills of staff in responding to and managing positive and negative behaviour in a consistent manner across the school.
12	Maintain a School Wide Positive Behaviour Support (SWPBS) Working Party, with a focus on learning and consultation for members of the team, as well as implementation of SWPBS across the school.	Google Community Areas of Responsibility	Assistant Principals SWPBS Working Party	Ongoing	<ul style="list-style-type: none"> Increased staff and student voice in implementing SWPBS strategies. Increased use of data to inform SWPBS strategies for groups of students and individuals. Increased understanding of staff and students in terms of EVPS behaviour expectations and what they look like in different areas of the school and community. Increased positive behaviours of students. Decreased negative behaviours of students.
12	Visit other schools implementing SWPBS, reflecting on effective practices that can be implemented as a part of the SWPBS framework at EVPS.	CRT budget, if necessary	Assistant Principals SWPBS Working Party	Term 2 Term 3	<ul style="list-style-type: none"> Increased knowledge of staff and effective implementation of strategies.
12	Implement student focus groups, including Junior School Council and Leadership groups, to explore the extent of issues and their possible solutions.	Areas of Responsibility	Leaders of Student Leadership groups	Term 2 Term 3 Term 4	<ul style="list-style-type: none"> Increased student voice. Increased student morale.
13	Use school wide behaviour, teacher referral and wellbeing referral to identify students requiring further support to transition through the school. Provide opportunities for those students to build relationships with key adults before and after Transition Day.	Accelerus data	Assistant Principal Coaches	Term 4	<ul style="list-style-type: none"> Students, including students identified with additional needs, have a positive transition into and through the school, as well as a positive beginning to the school year.
13	Investigate practices to support the transition of students that arrive at EVPS throughout the year.	Research Checklist of entry tasks Communication with previous school	Admin Staff Team Leaders Classroom Teachers	Ongoing	<ul style="list-style-type: none"> Students starting at EVPS throughout the year have a positive transition into the school.
13	Work closely with the Epping North Primary School to ensure the smooth transition of EVPS students moving to the new school.	Communication with Epping North PS	Principal Team Coaches Team Leaders Classroom Teachers	Term 3 Term 4	<ul style="list-style-type: none"> Students moving to Epping North PS at the beginning of 2017 have a positive transition into the school.
12	Continue to implement proactive strategies and programs, including those provided by the school employed psychologist, for students requiring additional support to engage positively and successfully with school, other students and staff.	Timetable	Assistant Principals Wellbeing Team	Term 2 Term 3 Term 4	<ul style="list-style-type: none"> Increased strategies for students with additional needs in the area of wellbeing.
16	Ensure termly Student Support Group meetings are held for students requiring them (e.g. DAI, ATSI).	CRT budget, if necessary	Assistant Principal Wellbeing Team	Termly	<ul style="list-style-type: none"> Termly SSGs are held. Precise needs of students with a disability or impairment are planned for as well as goals and strategies implemented and tracked.
15	Continue to ensure there are strong links with Epping Views Kindergarten (EVK), including: <ul style="list-style-type: none"> An Assistant Principal working with the EVK manager and in turn the team of teachers and assistants, with a focus on professional learning and curriculum development. Professional learning visits to and from kindergarten and Prep teachers Visits to and from the school and key specialist teachers to engage in specialist programs and strengthen transition to school. 	Timetable	Principal Team Transitions Team Kindergarten Manager	Ongoing	<ul style="list-style-type: none"> Monthly EVK meetings are held, with a focus on professional learning and curriculum development. Increased EVK teachers' knowledge and skills in terms of catering for the individual needs of children.

KIS <i>as numbered in Strategic Plan</i>	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
14	Provide opportunities for parents and families to engage with the school to increase their learning and provide feedback through forums, information nights and classroom helper learning sessions.	Newsletter Website Skoolbag App invites School Council Sub Committees	Principal Team Coaches School Council	Ongoing	<ul style="list-style-type: none"> Increased parent and community voice and learning. Increased general satisfaction. Increased parent input.
12	Investigate and trial positive psychology strategies, such as Mindfulness, that can be used in classrooms to strengthen students' ability to self regulate.	Staff Meetings PD sessions Meeting Schedule	Assistant Principal Wellbeing Team	Ongoing	<ul style="list-style-type: none"> Increased strategies for all students, including students with additional needs in the area of wellbeing.

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		