**Monitoring and Assessment - 2022**

Orchard Grove Primary School (5285)



Submitted for review by Michelle Ogilvie (School Principal) on 10 March, 2022 at 01:34 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 10 March, 2022 at 01:34 PM  
Endorsed by Trevor Hookey (School Council President) on 10 March, 2022 at 02:03 PM  
Term 2 Monitoring submitted by Michelle Ogilvie (School Principal) on 04 August, 2022 at 06:13 PM

**Monitoring and Assessment - 2022**

**Term 1 monitoring (optional)**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid-year monitoring**

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| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Maths- conducted the Maths Pedagogical Crosswalk Survey for Year 2-6 and teachers completed a self-feedback survey - this data has been analysed by teams with Maths LS. Teams are looking at the data again and setting an inquiry cycle goal for T3. Professional Development from Maths LS and external from MAV - half-day PL with staff on high-quality Maths instruction, goal setting, CAT and moderation, and collaborative planning with a particular focus on FLGs. Maths LS and Principal Team have attended PL with Maths experts. Teams introduced and started to utilise the DET resources including the Maths Curriculum Companion. Maths is further along than Literacy - Literacy LS has done PD on Science of Reading and introduced the Reading Rope- work has been done working with the Year 3, 4 and 5 teams around effective reading instruction. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | More work to do with embedding collaborative planning across the board as well as in Maths FLGs- this will come down to monitoring this practice rather than just telling teams 'how to'. Monitoring the implementation of the Maths PL to make sure that teams are able to embed evidence based practice in their classrooms consistently. Focus on how many groups do we need to have if the tasks are the right types of tasks. Scaffolding the processes of collaborative planning. Continue work with Reading instruction - new LS for Literacy who will continue to work with the teams. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 100% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 50% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 100% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 50% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 25% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 50% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 100% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Actions have been around Smiling Minds - with staff and students. Finished Mindful Champions for Smiling Minds - mobilised staff and parent introduction into the program - how it used in the classroom and how it links into what we are already doing in the classroom. Parent Information session online to show how it can be used at home as well. A large part is developing Mindful Mindsets (8) we have introduced 2 per term so far this year. Collecting feedback from teachers and students - teachers are utilising the program 1-3 times a week. A positive take up from staff and students in general. Newsletter articles as follow ups and to encourage mindfulness at home. Staff are completing modules with Smiling Minds to access the lessons and resources. Chronicle is being used and a behaviour management plan is in almost ready to put in place. To measure success we will use the attitudes to school survey - feedback surveys will be completed again in T4 to monitor and track any change over time through the feedback we have been given. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Keep developing this as a priority in order to fit it into an already busy program. Need to follow up with how many staff have started or completed the modules. Develop a family survey around languages we have at OGPS and develop a plan as to how to communicate in those languages. Support teams with the planning of Smiling Minds and mindfulness. Continue to run PL for staff and communicate with parents. Need to record parent conversations in Chronicle. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 75% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 75% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Term 3 monitoring (optional)**

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| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
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| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
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| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
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| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
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| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**End-of-year monitoring**

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| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
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| Has this 12 month target met | | Partially Met | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Maths- conducted the Maths Pedagogical Crosswalk Survey for Year 2-6 and teachers completed a self-feedback survey - this data has been analysed by teams with Maths LS. Teams are looking at the data again and setting an inquiry cycle goal for T3. Professional Development from Maths LS and external from MAV - half-day PL with staff on high-quality Maths instruction, goal setting, CAT and moderation, and collaborative planning with a particular focus on FLGs. Maths LS and Principal Team have attended PL with Maths experts. Teams introduced and started to utilise the DET resources including the Maths Curriculum Companion. Maths is further along than Literacy - Literacy LS has done PD on Science of Reading and introduced the Reading Rope- work has been done working with the Year 3, 4 and 5 teams around effective reading instruction. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | More work to do with embedding collaborative planning across the board as well as in Maths FLGs- this will come down to monitoring this practice rather than just telling teams 'how to'. Monitoring the implementation of the Maths PL to make sure that teams are able to embed evidence based practice in their classrooms consistently. Focus on how many groups do we need to have if the tasks are the right types of tasks. Scaffolding the processes of collaborative planning. Continue work with Reading instruction - new LS for Literacy who will continue to work with the teams. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Actions have been around Smiling Minds - with staff and students. Finished Mindful Champions for Smiling Minds - mobilised staff and parent introduction into the program - how it used in the classroom and how it links into what we are already doing in the classroom. Parent Information session online to show how it can be used at home as well. A large part is developing Mindful Mindsets (8) we have introduced 2 per term so far this year. Collecting feedback from teachers and students - teachers are utilising the program 1-3 times a week. A positive take up from staff and students in general. Newsletter articles as follow ups and to encourage mindfulness at home. Staff are completing modules with Smiling Minds to access the lessons and resources. Chronicle is being used and a behaviour management plan is in almost ready to put in place. To measure success we will use the attitudes to school survey - feedback surveys will be completed again in T4 to monitor and track any change over time through the feedback we have been given. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Keep developing this as a priority in order to fit it into an already busy program. Need to follow up with how many staff have started or completed the modules. Develop a family survey around languages we have at OGPS and develop a plan as to how to communicate in those languages. Support teams with the planning of Smiling Minds and mindfulness. Continue to run PL for staff and communicate with parents. Need to record parent conversations in Chronicle. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid Term 1 monitoring monitoring**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid Term 2 monitoring monitoring**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid Term 3 monitoring monitoring**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid Term 4 monitoring monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | Numeracy NAPLAN Target Top 2 Bands:  Year 3 - 64%,  Year 5 - 55% Literacy NAPLAN Target - Top 2 Bands: Year 3 - Reading to remain above 80%. Year 3 - Writing 75%. Year 5 - Reading 66% Year 5 - Writing - 40% SS Survey School climate module—Teacher collaboration - 51% Teaching and learning evaluation module—Understand how to analyse data - 73% Teaching and learning practice improvement module—Seek feedback to improve practice - 66% PO Survey Student cognitive engagement module—Effective teaching - 83% Student cognitive engagement module—Student motivation and support - 80% | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | MATHS -Diagnostic data about teacher/student perception of mathematics teaching. -Targeted professional development in high-quality Mathematics instruction. -Embed collaborative planning procedures for Flexible Learning Groups LITERACY - Professional Learning focussed on pedagogical strategies to implement during Reading instruction in line with the Science of Reading.  - Professional Learning focussed on differentiation specifically focussed on Reading instruction. - Develop a guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. - Develop a research and evidence-based Writing instructional model. | | | |
| Outcomes | | MATHS Knowledge gained from teacher/student perception of mathematics teaching is used to inform planning and teaching. Staff to have further understanding of high-quality Mathematics instruction as gained from the Professional Development sessions. Staff will collaboratively plan for Flexible Learning Groups. LITERACY Staff have an understanding of Science of Reading pedagogical strategies about Reading instruction.  Increased understanding around planning and teaching to further cater for Reading differentiation. A guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Success Indicators | | MATHS Diagnostic Data collected and analysed for Attitudes to Mathematics Teaching. Professional Development from internal and external stakeholders scheduled through Professional Development Plan. PLC Minutes documenting collaborative planning for Flexible Learning Groups. LITERACY Professional learning about Science of Reading pedagogical strategies delivered.  Planning documents reflect Reading differentiation. Classroom Teaching reflects Reading differentiation. A documented guaranteed and viable curriculum linked to the Victorian Curriculum for Writing and Grammar. An OGPS documented Writing instructional model ready for 2023. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attitudes to Mathematics Teaching - survey completed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Modelling and assisting teams to collaboratively plan Flexible Maths Groups | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Monitoring Mathematics planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Attitudes to Mathematics Teaching - survey compiled and analysed | | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Monitoring Literacy planning and teaching | | 🗹 Assistant Principal  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Learning Walks - Maths and Literacy | | 🗹 Leadership Team | from: Term 3  to: Term 4 | 0% |
| Activity 7 | Literacy support - MiniLit / MacLit | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| Activity 8 | 2022 Professional Development Plan | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Smiling Minds Provide professional development to upskill all staff. Introduce the program to staff, students and the community Teach all 8 Mindful Mindsets across the year following the Smiling Minds lessons. Compass Chronicle  Upskill staff in the use of Chronicle Upskill staff on shared whole school documentation of what and how to add behavioural incidents. Community Engagement Identify the top 5-10 languages spoken by families at Orchard Grove. Investigate avenues for having notices available in the top 5-10 languages to our school community. | | | |
| Outcomes | | Smiling Minds Staff, students and the community have an understanding of the Smiling Minds program, including the Mindful Mindsets.  Compass Chronicle  A whole school shared understanding of what and how to use Compass Chronicle, ass well as a whole school's ability to monitor the wellbeing of all students through incident notifications and oversight.  Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove. | | | |
| Success Indicators | | Smiling Minds Documented planning of lessons related to the Mindful Mindsets. Newsletter articles relating to the Smiling Minds Program. Students and staff using the common language of the 8 Mindsets.  Compass Chronicle   Compass Chronicle detailing incidents of concern and actions taken to address these concerns. Whole school understanding of the trends associated with these incidents.   Community Engagement An understanding of the top 5-10 languages spoken by families at Orchard Grove and an action plan as to how we will provide communications to these families in their native language. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Smiling Minds - Provide professional development to upskill all staff. | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Smiling Minds - Newsletter articles | | 🗹 Curriculum Co-ordinator (s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Compass Chronicle - Upskill staff in the use of Chronicle | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Survey families to Identify the top 5-10 languages spoken by families at Orchard Grove. | | 🗹 Wellbeing Team | from: Term 2  to: Term 4 | 0% |
| Activity 5 | Create an action plan for 2023 as to how we will provide communications in our top 5 languages. | | 🗹 Wellbeing Team | from: Term 3  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2022**

SEIL Feedback