**Monitoring and assessment - 2024**

Orchard Grove Primary School (5285)



Submitted for review by Michelle Ogilvie (School Principal) on 20 December, 2023 at 05:09 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 28 December, 2023 at 10:42 AM  
Endorsed by Kate Halford (School Council President) on 23 February, 2024 at 03:22 PM

**Monitoring and assessment - 2024**

**Term 1 monitoring (optional)**

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| **Goal 2** | To maximise learning outcomes in literacy and numeracy achievement. | | | |
| 12-month target 2.1 target | Reading: Year 3 - Exceeding from 41% in 2023 to 50% in 2024 Year 5 - Exceeding from 48% in 2023 to 53% in 2024  Writing Year 3 - Exceeding from 19% in 2023 to 25% in 2024 Year 5 - Exceeding from 18% in 2023 to 25% in 2024  Spelling Year 3 - Exceeding from 33% in 2023 to 38% in 2024 Year 5 - Exceeding from 25% in 2023 to 30% in 2024  Numeracy Year 3 - Exceeding from 37% in 2023 to 45% in 2024 Year 5 - Exceeding from 20% in 2023 to 30% in 2024  Grammar and Punctuation Year 3 - Exceeding from 20% in 2023 to 25% in 2024 Year 5 - Exceeding from 24% in 2023 to 29% in 2024 | | | |
| 12-month target 2.2 target | Teacher collaboration - maintain 62% as positive in 2024. Understand how to analyse data - maintain 91% as positive in 2024. Seek feedback to improve practice - maintain 73% as positive in 2024. | | | |
| 12-month target 2.3 target | Effective teaching from 76% to 84% in 2024 Student motivation and support from 75% to 80% in 2024 | | | |
| KIS 2.a Building practice excellence | Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction. | | | |
| Actions | Develop a whole school approach to mathematics instruction that aligns with our instructional model Use mathematics assessment data to inform planning and build teacher understanding of students needs | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will report higher levels of confidence with numeracy skills Students will be supported to learn at their point of need Teachers will plan with the OGPS instructional model to support their delivery of mathematics skills and concepts Teachers will regularly monitor and review student results and respond to their needs Leaders will provide professional learning on our approach to mathematics instruction  Leaders will support teaching staff to review their data and when planning mathematics instruction | | | |
| Success indicators | Early: Staff use data wall results to assist their planning and understand the students point of need Mathematics version 2.0 is used in planning Curriculum documentation show how teams are using the implementing the school’s instructional model for mathematics Reporting checklists are used for assessment and reporting Late: Documentation of a Mathematics Guaranteed Viable Curriculum Improvement in PAT Maths results Growth throughout the year in Essential Assessment results SSS factors: Guaranteed and viable curriculum result will increase | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Implement the 2.0 version of the Mathematics curriculum | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Assistant principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Create a Mathematics Guaranteed Viable Curriculum that aligns with the Inquiry units | 🗹 Leading teacher(s)  🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the use of the instructional model in maths and future focuses for professional learning | 🗹 School leadership team  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Mentoring and coaching as needed to support teachers in their teaching of maths. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional Learning on a variety of mathematical concepts | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |
| Activity 6 | SIT team to collect and monitor school-wide mathematics results | 🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| KIS 2.b Evidence-based high-impact teaching strategies | Strengthen whole school understanding and implementation of evidence–based instructional practices. | | | |
| Actions | Refine our teachers’ pedagogical approach by implementing the school’s ‘Instructional Model’. Use the school’s ‘Instructional Model’ to outline how teachers should deliver instruction in Reading, Writing, Mathematics and Inquiry. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will know how lessons are structured and how this supports their learning Teachers will incorporate and know the benefits of all parts of the instructional model Teachers will use PLC cycles to reflect on their practice and improve the delivery of their lessons Teachers will have an understanding of best practice and how we teach at Orchard Grove PS Leaders will support teaching teams to build their teaching practice Leaders will conduct professional learning to enhance teachers understanding of all aspects of the instructional model | | | |
| Success indicators | Early: Curriculum documentation show the use of the instructional model Learning Walks & Talks observations/data reflect all parts of the instructional model The Instructional Model is used and on display in planning sessions Professional learning plan will support teachers to implement the school’s instructional model  Late: End of year Victorian Curriculum teacher judgements will show increase in student’s learning growth SSS factors will show an increased confident in how we teach at Orchard Grove PS Improvement in PAT data results | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Professional Learning Plan for 2024 - created and implemented | 🗹 School leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Build staff capacity to teach explicit phonics in the early years and establish a spelling program for middle years (Year 3 and 4) | 🗹 Assistant principal  🗹 PLC leaders  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the instructional model and future focuses for professional learning | 🗹 School leadership team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Leadership involved in planning to support quality lesson planning. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional learning for different aspects of the instructional model | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |

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| **Goal 3** | To amplify student voice and learner agency. | | | |
| 12-month target 3.1 target | Student voice and agency from 77% to 82% in 2024. Self-regulation and goal setting from 89% to 94% in 2024. | | | |
| 12-month target 3.2 target | Maintain use feedback to improve practice at 73%. Maintain understand formative assessment at 87%. Maintain promote student ownership of learning at 82%. | | | |
| 12-month target 3.3 target | Student agency and voice from 72% to 77% in 2024. | | | |
| KIS 3.a Building practice excellence | Build teacher knowledge and understanding of student voice and learner agency | | | |
| Actions | To further develop student voice through the school JSC To use student feedback when planning inquiry units  To create a student leadership process that is documented in a school policy | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have a stronger voice in school decision-making through JSC. Teachers will support JSC representatives. Leaders will create a structure to allow student voice from across the school through the JSC. Students will be more engaged in inquiry units.  Teachers will design units around student feedback. Leaders will support teachers in creating engaging inquiry units.  Students and teachers will have input into the leadership process. Leaders will develop a student leadership policy that is shared with the school community. | | | |
| Success indicators | JSC students will provide a monthly report to school council from their meetings and activities A documented JSC structure. Surveys will have been created and baseline data gained to inform future AIP goals. Survey results will show alignment between students and teachers.  Planning will show evidence of student feedback. A documented leadership process and policy. | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
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| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | JSC to meet on a regular basis with a documented agenda and purpose. | 🗹 Student leadership coordinator | from: Term 1  to: Term 4 | -1% |
| Activity 2 | JSC structure is documented and include students from across the school. | 🗹 Student leadership coordinator | from: Term 3  to: Term 4 | -1% |
| Activity 3 | Embed steps for Inquiry planning within teams to ensure student feedback and reflection are included. | 🗹 Curriculum co-ordinator (s)  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Show teams 2023 student feedback to inform Inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Create and monitor reflection activities for teachers to use to gain student feedback on inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Students surveyed around their opinions of the leadership process. | 🗹 Assistant principal  🗹 School improvement team  🗹 Teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 7 | Leadership process documented and policy created. | 🗹 School improvement team | from: Term 2  to: Term 3 | -1% |

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| **Goal 4** | To optimise health and wellbeing outcomes for every student. | | | |
| 12-month target 4.1 target | Sense of connectedness from 85% to 90%  Sense of inclusion from 92% to 95%. School stage transitions from 82% to 86%. | | | |
| 12-month target 4.2 target | Respect for diversity - from 88% to 91%.  Managing bullying - from 78% to 82%. Positive transitions - from 83% to 87%. Promoting positive behaviour - 84% to 89%. | | | |
| KIS 4.a Setting expectations and promoting inclusion | Build and strengthen our high expectations for all students. | | | |
| Actions | Continue to develop our SWPBS framework to support our community in creating and maintaining positive relationships.  Continue to develop and document our practices around inclusion, differentiation and classroom adjustments. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will understand and uphold our school values  Students will understand and follow our SWPBS expected behaviours matrix, parents will also share this understanding of the SWPBS processes and expectations Teachers will implement a range of interventions and adjustments in the classroom to support students Teachers will plan in PLCs and document differentiation and adjustments for students in their cohort Leaders will support the continuous development and documentation of whole school wellbeing approaches Leaders will conduct professional learning to enhance teachers understanding of inclusion and adjustments | | | |
| Success indicators | Early Indicators  Student learning profiles are created and shared with key staff stakeholders (PLC, Specialist Teaching Staff, CRTs). Parents informed of SWPBS practices within the school through parent handouts and information evenings  Late Indicators Curriculum documentation to show the explicit teaching of school values and SWPBS expected behaviours. Curriculum documentation showing differentiation and adjustments. Survey results show perceptions have improved for students, staff and parents | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Planning documents to include specific differentiation and adjustments. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Provide T2 Reading supports - MacLit and MiniLit | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Tier 2 and 3 intervention teacher for Literacy support. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Professional Learning regarding Individual Education Plans and Behaviour Support Plans. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Professional Learning regarding making reasonable adjustments in the classroom. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| KIS 4.b Health and wellbeing | Develop partnerships to support student wellbeing and achievement. | | | |
| Actions | Build staff capacity through whole school trauma-informed professional development (Berry Street). Establish whole school approaches to manage physical, social, emotional and cultural well-being. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have stronger relationships with peers and staff Teachers will incorporate trauma-informed practices in classes and planning Teachers will incorporate the wellbeing HITS in their daily teaching practice Teachers and Leaders will establish agreed wellbeing monitoring processes and leaders will ensure these are documented and visible for staff to use  Teachers and Leaders will share a common understanding of the whole school's approaches in supporting physical, social, emotional, and cultural wellbeing Leaders will support the continuous development and documentation of whole school wellbeing approaches All members of the school community will have a shared understanding of bullying | | | |
| Success indicators | Early Indicators Changes in classroom practice (observed through learning walks and PLC planning documents) Documentation (flow charts) created for Wellbeing processes and procedures Curriculum documentation showing the use of wellbeing HITS  Late Indicators External professional learning attendance for all staff is supported and documented Teacher reports of student wellbeing concerns Chronicled as required Student, staff and parent perception surveys Guaranteed and viable curriculum for Wellbeing | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Whole staff attendance at Berry Street professional learning. | 🗹 All staff | from: Term 2  to: Term 2 | -1% |
| Activity 2 | Flow chart / procedure to manage student wellbeing created. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Coaching and Mentoring of staff to further develop their understanding and use of student wellbeing tools | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Create and implement a new student checklist for staff use when a new student transitions to our school. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Additional staffing to support Tier 2 and 3 students. | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Establish lunchtime and after-school clubs that promote healthy habits and positive relationships. | 🗹 All staff  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Teachers engage in Professional Learning regarding the High Impact Wellbeing Strategies | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Create a Wellbeing Guaranteed Viable Curriculum that includes Berry Street practices, Wellbeing HITS, RRRR and SWPBS. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2024**

**Mid-year monitoring**

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| **Goal 2** | To maximise learning outcomes in literacy and numeracy achievement. | | | |
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| 12-month target 2.2 target | Teacher collaboration - maintain 62% as positive in 2024. Understand how to analyse data - maintain 91% as positive in 2024. Seek feedback to improve practice - maintain 73% as positive in 2024. | | | |
| 12-month target 2.3 target | Effective teaching from 76% to 84% in 2024 Student motivation and support from 75% to 80% in 2024 | | | |
| KIS 2.a Building practice excellence | Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction. | | | |
| Actions | Develop a whole school approach to mathematics instruction that aligns with our instructional model Use mathematics assessment data to inform planning and build teacher understanding of students needs | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will report higher levels of confidence with numeracy skills Students will be supported to learn at their point of need Teachers will plan with the OGPS instructional model to support their delivery of mathematics skills and concepts Teachers will regularly monitor and review student results and respond to their needs Leaders will provide professional learning on our approach to mathematics instruction  Leaders will support teaching staff to review their data and when planning mathematics instruction | | | |
| Success indicators | Early: Staff use data wall results to assist their planning and understand the students point of need Mathematics version 2.0 is used in planning Curriculum documentation show how teams are using the implementing the school’s instructional model for mathematics Reporting checklists are used for assessment and reporting Late: Documentation of a Mathematics Guaranteed Viable Curriculum Improvement in PAT Maths results Growth throughout the year in Essential Assessment results SSS factors: Guaranteed and viable curriculum result will increase | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Implement the 2.0 version of the Mathematics curriculum | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Assistant principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Create a Mathematics Guaranteed Viable Curriculum that aligns with the Inquiry units | 🗹 Leading teacher(s)  🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the use of the instructional model in maths and future focuses for professional learning | 🗹 School leadership team  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Mentoring and coaching as needed to support teachers in their teaching of maths. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional Learning on a variety of mathematical concepts | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |
| Activity 6 | SIT team to collect and monitor school-wide mathematics results | 🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| KIS 2.b Evidence-based high-impact teaching strategies | Strengthen whole school understanding and implementation of evidence–based instructional practices. | | | |
| Actions | Refine our teachers’ pedagogical approach by implementing the school’s ‘Instructional Model’. Use the school’s ‘Instructional Model’ to outline how teachers should deliver instruction in Reading, Writing, Mathematics and Inquiry. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will know how lessons are structured and how this supports their learning Teachers will incorporate and know the benefits of all parts of the instructional model Teachers will use PLC cycles to reflect on their practice and improve the delivery of their lessons Teachers will have an understanding of best practice and how we teach at Orchard Grove PS Leaders will support teaching teams to build their teaching practice Leaders will conduct professional learning to enhance teachers understanding of all aspects of the instructional model | | | |
| Success indicators | Early: Curriculum documentation show the use of the instructional model Learning Walks & Talks observations/data reflect all parts of the instructional model The Instructional Model is used and on display in planning sessions Professional learning plan will support teachers to implement the school’s instructional model  Late: End of year Victorian Curriculum teacher judgements will show increase in student’s learning growth SSS factors will show an increased confident in how we teach at Orchard Grove PS Improvement in PAT data results | | | |
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| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Professional Learning Plan for 2024 - created and implemented | 🗹 School leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Build staff capacity to teach explicit phonics in the early years and establish a spelling program for middle years (Year 3 and 4) | 🗹 Assistant principal  🗹 PLC leaders  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the instructional model and future focuses for professional learning | 🗹 School leadership team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Leadership involved in planning to support quality lesson planning. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional learning for different aspects of the instructional model | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |

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| Success indicators | JSC students will provide a monthly report to school council from their meetings and activities A documented JSC structure. Surveys will have been created and baseline data gained to inform future AIP goals. Survey results will show alignment between students and teachers.  Planning will show evidence of student feedback. A documented leadership process and policy. | | | |
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| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | JSC to meet on a regular basis with a documented agenda and purpose. | 🗹 Student leadership coordinator | from: Term 1  to: Term 4 | -1% |
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| Activity 4 | Show teams 2023 student feedback to inform Inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
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| Activity 6 | Students surveyed around their opinions of the leadership process. | 🗹 Assistant principal  🗹 School improvement team  🗹 Teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 7 | Leadership process documented and policy created. | 🗹 School improvement team | from: Term 2  to: Term 3 | -1% |

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| **Goal 4** | To optimise health and wellbeing outcomes for every student. | | | |
| 12-month target 4.1 target | Sense of connectedness from 85% to 90%  Sense of inclusion from 92% to 95%. School stage transitions from 82% to 86%. | | | |
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| KIS 4.a Setting expectations and promoting inclusion | Build and strengthen our high expectations for all students. | | | |
| Actions | Continue to develop our SWPBS framework to support our community in creating and maintaining positive relationships.  Continue to develop and document our practices around inclusion, differentiation and classroom adjustments. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will understand and uphold our school values  Students will understand and follow our SWPBS expected behaviours matrix, parents will also share this understanding of the SWPBS processes and expectations Teachers will implement a range of interventions and adjustments in the classroom to support students Teachers will plan in PLCs and document differentiation and adjustments for students in their cohort Leaders will support the continuous development and documentation of whole school wellbeing approaches Leaders will conduct professional learning to enhance teachers understanding of inclusion and adjustments | | | |
| Success indicators | Early Indicators  Student learning profiles are created and shared with key staff stakeholders (PLC, Specialist Teaching Staff, CRTs). Parents informed of SWPBS practices within the school through parent handouts and information evenings  Late Indicators Curriculum documentation to show the explicit teaching of school values and SWPBS expected behaviours. Curriculum documentation showing differentiation and adjustments. Survey results show perceptions have improved for students, staff and parents | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
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| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Planning documents to include specific differentiation and adjustments. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Provide T2 Reading supports - MacLit and MiniLit | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Tier 2 and 3 intervention teacher for Literacy support. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Professional Learning regarding Individual Education Plans and Behaviour Support Plans. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Professional Learning regarding making reasonable adjustments in the classroom. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| KIS 4.b Health and wellbeing | Develop partnerships to support student wellbeing and achievement. | | | |
| Actions | Build staff capacity through whole school trauma-informed professional development (Berry Street). Establish whole school approaches to manage physical, social, emotional and cultural well-being. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have stronger relationships with peers and staff Teachers will incorporate trauma-informed practices in classes and planning Teachers will incorporate the wellbeing HITS in their daily teaching practice Teachers and Leaders will establish agreed wellbeing monitoring processes and leaders will ensure these are documented and visible for staff to use  Teachers and Leaders will share a common understanding of the whole school's approaches in supporting physical, social, emotional, and cultural wellbeing Leaders will support the continuous development and documentation of whole school wellbeing approaches All members of the school community will have a shared understanding of bullying | | | |
| Success indicators | Early Indicators Changes in classroom practice (observed through learning walks and PLC planning documents) Documentation (flow charts) created for Wellbeing processes and procedures Curriculum documentation showing the use of wellbeing HITS  Late Indicators External professional learning attendance for all staff is supported and documented Teacher reports of student wellbeing concerns Chronicled as required Student, staff and parent perception surveys Guaranteed and viable curriculum for Wellbeing | | | |
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| Commentary on progress |  | | | |
| Future planning |  | | | |
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| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Whole staff attendance at Berry Street professional learning. | 🗹 All staff | from: Term 2  to: Term 2 | -1% |
| Activity 2 | Flow chart / procedure to manage student wellbeing created. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Coaching and Mentoring of staff to further develop their understanding and use of student wellbeing tools | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Create and implement a new student checklist for staff use when a new student transitions to our school. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Additional staffing to support Tier 2 and 3 students. | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Establish lunchtime and after-school clubs that promote healthy habits and positive relationships. | 🗹 All staff  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Teachers engage in Professional Learning regarding the High Impact Wellbeing Strategies | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Create a Wellbeing Guaranteed Viable Curriculum that includes Berry Street practices, Wellbeing HITS, RRRR and SWPBS. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2024**

**Term 3 monitoring (optional)**

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| **Goal 2** | To maximise learning outcomes in literacy and numeracy achievement. | | | |
| 12-month target 2.1 target | Reading: Year 3 - Exceeding from 41% in 2023 to 50% in 2024 Year 5 - Exceeding from 48% in 2023 to 53% in 2024  Writing Year 3 - Exceeding from 19% in 2023 to 25% in 2024 Year 5 - Exceeding from 18% in 2023 to 25% in 2024  Spelling Year 3 - Exceeding from 33% in 2023 to 38% in 2024 Year 5 - Exceeding from 25% in 2023 to 30% in 2024  Numeracy Year 3 - Exceeding from 37% in 2023 to 45% in 2024 Year 5 - Exceeding from 20% in 2023 to 30% in 2024  Grammar and Punctuation Year 3 - Exceeding from 20% in 2023 to 25% in 2024 Year 5 - Exceeding from 24% in 2023 to 29% in 2024 | | | |
| 12-month target 2.2 target | Teacher collaboration - maintain 62% as positive in 2024. Understand how to analyse data - maintain 91% as positive in 2024. Seek feedback to improve practice - maintain 73% as positive in 2024. | | | |
| 12-month target 2.3 target | Effective teaching from 76% to 84% in 2024 Student motivation and support from 75% to 80% in 2024 | | | |
| KIS 2.a Building practice excellence | Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction. | | | |
| Actions | Develop a whole school approach to mathematics instruction that aligns with our instructional model Use mathematics assessment data to inform planning and build teacher understanding of students needs | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will report higher levels of confidence with numeracy skills Students will be supported to learn at their point of need Teachers will plan with the OGPS instructional model to support their delivery of mathematics skills and concepts Teachers will regularly monitor and review student results and respond to their needs Leaders will provide professional learning on our approach to mathematics instruction  Leaders will support teaching staff to review their data and when planning mathematics instruction | | | |
| Success indicators | Early: Staff use data wall results to assist their planning and understand the students point of need Mathematics version 2.0 is used in planning Curriculum documentation show how teams are using the implementing the school’s instructional model for mathematics Reporting checklists are used for assessment and reporting Late: Documentation of a Mathematics Guaranteed Viable Curriculum Improvement in PAT Maths results Growth throughout the year in Essential Assessment results SSS factors: Guaranteed and viable curriculum result will increase | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Implement the 2.0 version of the Mathematics curriculum | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Assistant principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Create a Mathematics Guaranteed Viable Curriculum that aligns with the Inquiry units | 🗹 Leading teacher(s)  🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the use of the instructional model in maths and future focuses for professional learning | 🗹 School leadership team  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Mentoring and coaching as needed to support teachers in their teaching of maths. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional Learning on a variety of mathematical concepts | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |
| Activity 6 | SIT team to collect and monitor school-wide mathematics results | 🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| KIS 2.b Evidence-based high-impact teaching strategies | Strengthen whole school understanding and implementation of evidence–based instructional practices. | | | |
| Actions | Refine our teachers’ pedagogical approach by implementing the school’s ‘Instructional Model’. Use the school’s ‘Instructional Model’ to outline how teachers should deliver instruction in Reading, Writing, Mathematics and Inquiry. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will know how lessons are structured and how this supports their learning Teachers will incorporate and know the benefits of all parts of the instructional model Teachers will use PLC cycles to reflect on their practice and improve the delivery of their lessons Teachers will have an understanding of best practice and how we teach at Orchard Grove PS Leaders will support teaching teams to build their teaching practice Leaders will conduct professional learning to enhance teachers understanding of all aspects of the instructional model | | | |
| Success indicators | Early: Curriculum documentation show the use of the instructional model Learning Walks & Talks observations/data reflect all parts of the instructional model The Instructional Model is used and on display in planning sessions Professional learning plan will support teachers to implement the school’s instructional model  Late: End of year Victorian Curriculum teacher judgements will show increase in student’s learning growth SSS factors will show an increased confident in how we teach at Orchard Grove PS Improvement in PAT data results | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Professional Learning Plan for 2024 - created and implemented | 🗹 School leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Build staff capacity to teach explicit phonics in the early years and establish a spelling program for middle years (Year 3 and 4) | 🗹 Assistant principal  🗹 PLC leaders  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the instructional model and future focuses for professional learning | 🗹 School leadership team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Leadership involved in planning to support quality lesson planning. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional learning for different aspects of the instructional model | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |

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| **Goal 3** | To amplify student voice and learner agency. | | | |
| 12-month target 3.1 target | Student voice and agency from 77% to 82% in 2024. Self-regulation and goal setting from 89% to 94% in 2024. | | | |
| 12-month target 3.2 target | Maintain use feedback to improve practice at 73%. Maintain understand formative assessment at 87%. Maintain promote student ownership of learning at 82%. | | | |
| 12-month target 3.3 target | Student agency and voice from 72% to 77% in 2024. | | | |
| KIS 3.a Building practice excellence | Build teacher knowledge and understanding of student voice and learner agency | | | |
| Actions | To further develop student voice through the school JSC To use student feedback when planning inquiry units  To create a student leadership process that is documented in a school policy | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have a stronger voice in school decision-making through JSC. Teachers will support JSC representatives. Leaders will create a structure to allow student voice from across the school through the JSC. Students will be more engaged in inquiry units.  Teachers will design units around student feedback. Leaders will support teachers in creating engaging inquiry units.  Students and teachers will have input into the leadership process. Leaders will develop a student leadership policy that is shared with the school community. | | | |
| Success indicators | JSC students will provide a monthly report to school council from their meetings and activities A documented JSC structure. Surveys will have been created and baseline data gained to inform future AIP goals. Survey results will show alignment between students and teachers.  Planning will show evidence of student feedback. A documented leadership process and policy. | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | JSC to meet on a regular basis with a documented agenda and purpose. | 🗹 Student leadership coordinator | from: Term 1  to: Term 4 | -1% |
| Activity 2 | JSC structure is documented and include students from across the school. | 🗹 Student leadership coordinator | from: Term 3  to: Term 4 | -1% |
| Activity 3 | Embed steps for Inquiry planning within teams to ensure student feedback and reflection are included. | 🗹 Curriculum co-ordinator (s)  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Show teams 2023 student feedback to inform Inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Create and monitor reflection activities for teachers to use to gain student feedback on inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Students surveyed around their opinions of the leadership process. | 🗹 Assistant principal  🗹 School improvement team  🗹 Teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 7 | Leadership process documented and policy created. | 🗹 School improvement team | from: Term 2  to: Term 3 | -1% |

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| **Goal 4** | To optimise health and wellbeing outcomes for every student. | | | |
| 12-month target 4.1 target | Sense of connectedness from 85% to 90%  Sense of inclusion from 92% to 95%. School stage transitions from 82% to 86%. | | | |
| 12-month target 4.2 target | Respect for diversity - from 88% to 91%.  Managing bullying - from 78% to 82%. Positive transitions - from 83% to 87%. Promoting positive behaviour - 84% to 89%. | | | |
| KIS 4.a Setting expectations and promoting inclusion | Build and strengthen our high expectations for all students. | | | |
| Actions | Continue to develop our SWPBS framework to support our community in creating and maintaining positive relationships.  Continue to develop and document our practices around inclusion, differentiation and classroom adjustments. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will understand and uphold our school values  Students will understand and follow our SWPBS expected behaviours matrix, parents will also share this understanding of the SWPBS processes and expectations Teachers will implement a range of interventions and adjustments in the classroom to support students Teachers will plan in PLCs and document differentiation and adjustments for students in their cohort Leaders will support the continuous development and documentation of whole school wellbeing approaches Leaders will conduct professional learning to enhance teachers understanding of inclusion and adjustments | | | |
| Success indicators | Early Indicators  Student learning profiles are created and shared with key staff stakeholders (PLC, Specialist Teaching Staff, CRTs). Parents informed of SWPBS practices within the school through parent handouts and information evenings  Late Indicators Curriculum documentation to show the explicit teaching of school values and SWPBS expected behaviours. Curriculum documentation showing differentiation and adjustments. Survey results show perceptions have improved for students, staff and parents | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Planning documents to include specific differentiation and adjustments. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Provide T2 Reading supports - MacLit and MiniLit | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Tier 2 and 3 intervention teacher for Literacy support. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Professional Learning regarding Individual Education Plans and Behaviour Support Plans. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Professional Learning regarding making reasonable adjustments in the classroom. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| KIS 4.b Health and wellbeing | Develop partnerships to support student wellbeing and achievement. | | | |
| Actions | Build staff capacity through whole school trauma-informed professional development (Berry Street). Establish whole school approaches to manage physical, social, emotional and cultural well-being. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have stronger relationships with peers and staff Teachers will incorporate trauma-informed practices in classes and planning Teachers will incorporate the wellbeing HITS in their daily teaching practice Teachers and Leaders will establish agreed wellbeing monitoring processes and leaders will ensure these are documented and visible for staff to use  Teachers and Leaders will share a common understanding of the whole school's approaches in supporting physical, social, emotional, and cultural wellbeing Leaders will support the continuous development and documentation of whole school wellbeing approaches All members of the school community will have a shared understanding of bullying | | | |
| Success indicators | Early Indicators Changes in classroom practice (observed through learning walks and PLC planning documents) Documentation (flow charts) created for Wellbeing processes and procedures Curriculum documentation showing the use of wellbeing HITS  Late Indicators External professional learning attendance for all staff is supported and documented Teacher reports of student wellbeing concerns Chronicled as required Student, staff and parent perception surveys Guaranteed and viable curriculum for Wellbeing | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| Commentary on progress |  | | | |
| Future planning |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Whole staff attendance at Berry Street professional learning. | 🗹 All staff | from: Term 2  to: Term 2 | -1% |
| Activity 2 | Flow chart / procedure to manage student wellbeing created. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Coaching and Mentoring of staff to further develop their understanding and use of student wellbeing tools | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Create and implement a new student checklist for staff use when a new student transitions to our school. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Additional staffing to support Tier 2 and 3 students. | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Establish lunchtime and after-school clubs that promote healthy habits and positive relationships. | 🗹 All staff  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Teachers engage in Professional Learning regarding the High Impact Wellbeing Strategies | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Create a Wellbeing Guaranteed Viable Curriculum that includes Berry Street practices, Wellbeing HITS, RRRR and SWPBS. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2024**

**End-of-year monitoring**

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| **Goal 2** | To maximise learning outcomes in literacy and numeracy achievement. | | | |
| 12-month target 2.1 target | Reading: Year 3 - Exceeding from 41% in 2023 to 50% in 2024 Year 5 - Exceeding from 48% in 2023 to 53% in 2024  Writing Year 3 - Exceeding from 19% in 2023 to 25% in 2024 Year 5 - Exceeding from 18% in 2023 to 25% in 2024  Spelling Year 3 - Exceeding from 33% in 2023 to 38% in 2024 Year 5 - Exceeding from 25% in 2023 to 30% in 2024  Numeracy Year 3 - Exceeding from 37% in 2023 to 45% in 2024 Year 5 - Exceeding from 20% in 2023 to 30% in 2024  Grammar and Punctuation Year 3 - Exceeding from 20% in 2023 to 25% in 2024 Year 5 - Exceeding from 24% in 2023 to 29% in 2024 | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 2.2 target | Teacher collaboration - maintain 62% as positive in 2024. Understand how to analyse data - maintain 91% as positive in 2024. Seek feedback to improve practice - maintain 73% as positive in 2024. | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 2.3 target | Effective teaching from 76% to 84% in 2024 Student motivation and support from 75% to 80% in 2024 | | | |
| Has this 12-month target been met | Not Met | | | |
| KIS 2.a Building practice excellence | Leverage PLC and collaborative planning processes to maximise the delivery of consistent and high–quality Mathematics instruction. | | | |
| Actions | Develop a whole school approach to mathematics instruction that aligns with our instructional model Use mathematics assessment data to inform planning and build teacher understanding of students needs | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will report higher levels of confidence with numeracy skills Students will be supported to learn at their point of need Teachers will plan with the OGPS instructional model to support their delivery of mathematics skills and concepts Teachers will regularly monitor and review student results and respond to their needs Leaders will provide professional learning on our approach to mathematics instruction  Leaders will support teaching staff to review their data and when planning mathematics instruction | | | |
| Success indicators | Early: Staff use data wall results to assist their planning and understand the students point of need Mathematics version 2.0 is used in planning Curriculum documentation show how teams are using the implementing the school’s instructional model for mathematics Reporting checklists are used for assessment and reporting Late: Documentation of a Mathematics Guaranteed Viable Curriculum Improvement in PAT Maths results Growth throughout the year in Essential Assessment results SSS factors: Guaranteed and viable curriculum result will increase | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Implement the 2.0 version of the Mathematics curriculum | 🗹 Leading teacher(s)  🗹 PLC leaders  🗹 Assistant principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Create a Mathematics Guaranteed Viable Curriculum that aligns with the Inquiry units | 🗹 Leading teacher(s)  🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the use of the instructional model in maths and future focuses for professional learning | 🗹 School leadership team  🗹 PLC leaders  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Mentoring and coaching as needed to support teachers in their teaching of maths. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional Learning on a variety of mathematical concepts | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |
| Activity 6 | SIT team to collect and monitor school-wide mathematics results | 🗹 Assistant principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| KIS 2.b Evidence-based high-impact teaching strategies | Strengthen whole school understanding and implementation of evidence–based instructional practices. | | | |
| Actions | Refine our teachers’ pedagogical approach by implementing the school’s ‘Instructional Model’. Use the school’s ‘Instructional Model’ to outline how teachers should deliver instruction in Reading, Writing, Mathematics and Inquiry. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will know how lessons are structured and how this supports their learning Teachers will incorporate and know the benefits of all parts of the instructional model Teachers will use PLC cycles to reflect on their practice and improve the delivery of their lessons Teachers will have an understanding of best practice and how we teach at Orchard Grove PS Leaders will support teaching teams to build their teaching practice Leaders will conduct professional learning to enhance teachers understanding of all aspects of the instructional model | | | |
| Success indicators | Early: Curriculum documentation show the use of the instructional model Learning Walks & Talks observations/data reflect all parts of the instructional model The Instructional Model is used and on display in planning sessions Professional learning plan will support teachers to implement the school’s instructional model  Late: End of year Victorian Curriculum teacher judgements will show increase in student’s learning growth SSS factors will show an increased confident in how we teach at Orchard Grove PS Improvement in PAT data results | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Professional Learning Plan for 2024 - created and implemented | 🗹 School leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Build staff capacity to teach explicit phonics in the early years and establish a spelling program for middle years (Year 3 and 4) | 🗹 Assistant principal  🗹 PLC leaders  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Conduct regular learning walks and talks to gain feedback on the instructional model and future focuses for professional learning | 🗹 School leadership team | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Leadership involved in planning to support quality lesson planning. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Professional learning for different aspects of the instructional model | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 2  to: Term 4 | -1% |

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| **Goal 3** | To amplify student voice and learner agency. | | | |
| 12-month target 3.1 target | Student voice and agency from 77% to 82% in 2024. Self-regulation and goal setting from 89% to 94% in 2024. | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 3.2 target | Maintain use feedback to improve practice at 73%. Maintain understand formative assessment at 87%. Maintain promote student ownership of learning at 82%. | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 3.3 target | Student agency and voice from 72% to 77% in 2024. | | | |
| Has this 12-month target been met | Not Met | | | |
| KIS 3.a Building practice excellence | Build teacher knowledge and understanding of student voice and learner agency | | | |
| Actions | To further develop student voice through the school JSC To use student feedback when planning inquiry units  To create a student leadership process that is documented in a school policy | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have a stronger voice in school decision-making through JSC. Teachers will support JSC representatives. Leaders will create a structure to allow student voice from across the school through the JSC. Students will be more engaged in inquiry units.  Teachers will design units around student feedback. Leaders will support teachers in creating engaging inquiry units.  Students and teachers will have input into the leadership process. Leaders will develop a student leadership policy that is shared with the school community. | | | |
| Success indicators | JSC students will provide a monthly report to school council from their meetings and activities A documented JSC structure. Surveys will have been created and baseline data gained to inform future AIP goals. Survey results will show alignment between students and teachers.  Planning will show evidence of student feedback. A documented leadership process and policy. | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | JSC to meet on a regular basis with a documented agenda and purpose. | 🗹 Student leadership coordinator | from: Term 1  to: Term 4 | -1% |
| Activity 2 | JSC structure is documented and include students from across the school. | 🗹 Student leadership coordinator | from: Term 3  to: Term 4 | -1% |
| Activity 3 | Embed steps for Inquiry planning within teams to ensure student feedback and reflection are included. | 🗹 Curriculum co-ordinator (s)  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Show teams 2023 student feedback to inform Inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Create and monitor reflection activities for teachers to use to gain student feedback on inquiry units. | 🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Students surveyed around their opinions of the leadership process. | 🗹 Assistant principal  🗹 School improvement team  🗹 Teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 7 | Leadership process documented and policy created. | 🗹 School improvement team | from: Term 2  to: Term 3 | -1% |

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| **Goal 4** | To optimise health and wellbeing outcomes for every student. | | | |
| 12-month target 4.1 target | Sense of connectedness from 85% to 90%  Sense of inclusion from 92% to 95%. School stage transitions from 82% to 86%. | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 4.2 target | Respect for diversity - from 88% to 91%.  Managing bullying - from 78% to 82%. Positive transitions - from 83% to 87%. Promoting positive behaviour - 84% to 89%. | | | |
| Has this 12-month target been met | Not Met | | | |
| KIS 4.a Setting expectations and promoting inclusion | Build and strengthen our high expectations for all students. | | | |
| Actions | Continue to develop our SWPBS framework to support our community in creating and maintaining positive relationships.  Continue to develop and document our practices around inclusion, differentiation and classroom adjustments. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will understand and uphold our school values  Students will understand and follow our SWPBS expected behaviours matrix, parents will also share this understanding of the SWPBS processes and expectations Teachers will implement a range of interventions and adjustments in the classroom to support students Teachers will plan in PLCs and document differentiation and adjustments for students in their cohort Leaders will support the continuous development and documentation of whole school wellbeing approaches Leaders will conduct professional learning to enhance teachers understanding of inclusion and adjustments | | | |
| Success indicators | Early Indicators  Student learning profiles are created and shared with key staff stakeholders (PLC, Specialist Teaching Staff, CRTs). Parents informed of SWPBS practices within the school through parent handouts and information evenings  Late Indicators Curriculum documentation to show the explicit teaching of school values and SWPBS expected behaviours. Curriculum documentation showing differentiation and adjustments. Survey results show perceptions have improved for students, staff and parents | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Planning documents to include specific differentiation and adjustments. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Provide T2 Reading supports - MacLit and MiniLit | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Tier 2 and 3 intervention teacher for Literacy support. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Professional Learning regarding Individual Education Plans and Behaviour Support Plans. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 2 | -1% |
| Activity 5 | Professional Learning regarding making reasonable adjustments in the classroom. | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| KIS 4.b Health and wellbeing | Develop partnerships to support student wellbeing and achievement. | | | |
| Actions | Build staff capacity through whole school trauma-informed professional development (Berry Street). Establish whole school approaches to manage physical, social, emotional and cultural well-being. | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | Students will have stronger relationships with peers and staff Teachers will incorporate trauma-informed practices in classes and planning Teachers will incorporate the wellbeing HITS in their daily teaching practice Teachers and Leaders will establish agreed wellbeing monitoring processes and leaders will ensure these are documented and visible for staff to use  Teachers and Leaders will share a common understanding of the whole school's approaches in supporting physical, social, emotional, and cultural wellbeing Leaders will support the continuous development and documentation of whole school wellbeing approaches All members of the school community will have a shared understanding of bullying | | | |
| Success indicators | Early Indicators Changes in classroom practice (observed through learning walks and PLC planning documents) Documentation (flow charts) created for Wellbeing processes and procedures Curriculum documentation showing the use of wellbeing HITS  Late Indicators External professional learning attendance for all staff is supported and documented Teacher reports of student wellbeing concerns Chronicled as required Student, staff and parent perception surveys Guaranteed and viable curriculum for Wellbeing | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Whole staff attendance at Berry Street professional learning. | 🗹 All staff | from: Term 2  to: Term 2 | -1% |
| Activity 2 | Flow chart / procedure to manage student wellbeing created. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Coaching and Mentoring of staff to further develop their understanding and use of student wellbeing tools | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 4 | Create and implement a new student checklist for staff use when a new student transitions to our school. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Additional staffing to support Tier 2 and 3 students. | 🗹 Education support | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Establish lunchtime and after-school clubs that promote healthy habits and positive relationships. | 🗹 All staff  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Teachers engage in Professional Learning regarding the High Impact Wellbeing Strategies | 🗹 Leading teacher(s)  🗹 Assistant principal | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Create a Wellbeing Guaranteed Viable Curriculum that includes Berry Street practices, Wellbeing HITS, RRRR and SWPBS. | 🗹 Assistant principal  🗹 Leading teacher(s) | from: Term 1  to: Term 4 | -1% |

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| Future planning |  |

**Monitoring and Self-assessment - 2024**

SEIL Feedback