

2018 Annual Implementation Plan

for improving student outcomes

Orchard Grove Primary School (5285)



Submitted for review by Glenda Harry (School Principal) on 28 February, 2018 at 01:19 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 28 February, 2018 at 01:22 PM

Endorsed by Fiona Ross (School Council President) on 05 March, 2018 at 10:18 AM

Self-evaluation Summary - 2018

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

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

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

Enter your reflective comments	Through this process we discovered that we had less whole school approaches than we thought. We found it interesting the differences in perception between year level teams as to where they should place themselves within the FISO continuum.
Considerations for 2019	Whole school approaches to writing, data analysis and
Documents that support this plan	Orchard Grove PS Peer Review Report 2017 Final.pdf (0.68 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Orchard Grove Primary School (5285)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student learning growth in literacy and numeracy across the school.	1. Increase the percentage of students achieving in the two top NAPLAN bands in Reading, Writing and Numeracy in Years 3 & 5 to AT or ABOVE similar schools/or current achievement 2017 (whichever is highest) each year.	Yes	Documented evidence of a whole school scope and sequence, in the 6 + 1 writing traits, including assessment tasks, rubrics and tracking of student growth in writing.	Curriculum planning and assessment
	2. Increase NAPLAN learning growth - increase percentage of high learning gain Years 3 and 5 in Literacy and Numeracy to ABOVE 25%.	Yes	Staff will be familiar with the essential learnings, vocabulary, pacing guides, assessments, proficiency scales and resources within the Numeracy Strategy	Building practice excellence
	3. Increase NAPLAN learning growth - increase percentage of high learning gain Years 5 and 7 in Literacy and Numeracy to ABOVE 25%.	Yes	Staff will actively articulate all the High Impact Teaching Strategies and display their familiarity with them as referenced in planning documents.	Evidence-based high-impact teaching strategies
	4. Decrease percentage of low learning gain in Years 3 and 5 (eg	Yes	Staff will actively review the school against the FISO improvement cycle.	Evaluating impact on learning

	below 20%) each year from 2018 in Literacy and Numeracy.			
To sustain a high-performance culture focused on collective responsibility for improving student outcomes.	Increase the percentage of staff endorsement for selected factors-teacher collaboration, staff trust in colleagues and collective efficacy.	Yes	Documented evidence on Google Drive and SPA (Student Performance Analyser) of individual and cohort data across all teams.	Setting expectations and promoting inclusion
	Documented evidence of implementation of the Respectful Relationships Program.	Yes	By the end of 2018: The community will have received communication in relation to the program. Weekly and termly planning will include evidence of the program.	Health and wellbeing
	Annual (funding permitting) participation in the Whitehorse Wellbeing Survey.	No	By the end of 2018: Year 5 and 6 students will have participated in the 2018 Whitehorse Wellbeing Survey.	
	Documented Induction for new staff, including existing staff into new roles.	No		
	Successful completion of participation in partnerships (PLC and Mentoring Program) with other schools.	Yes	By the end of 2018: OGPS will have participated in two learning communities (School Improvement Partnership with Wattleview	Building practice excellence

			PS and Professional Learning Communities with Blackburn Lake and Mont Albert PS) to improve teacher capacity.	
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Improvement Initiatives Rationale
We want to ensure that our student growth is maximised and undergirded by strong teaching and learning opportunities. We want all of our teachers to have a strong collective efficacy with regard to philosophy of teaching, their own knowledge base and capacity to teach students effectively and have this reflected in student outcomes.

Goal 1	To improve student learning growth in literacy and numeracy across the school.
12 month target 1.1	Documented evidence of a whole school scope and sequence, in the 6 + 1 writing traits, including assessment tasks, rubrics and tracking of student growth in writing.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop a whole school scope and sequence, including assessment tasks, rubrics and tracking of student growth in writing.
12 month target 1.2	Staff will be familiar with the essential learnings, vocabulary, pacing guides, assessments, proficiency scales and resources within the Numeracy Strategy
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop, document and implement a Guaranteed and Viable curriculum (G & VC) in Literacy.
12 month target 1.3	Staff will actively articulate all the High Impact Teaching Strategies and display their familiarity with them as referenced in planning documents.

FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Build teacher capacity to implement and plan for the High Impact Teaching Strategies (HITS) across the school.
12 month target 1.4	Staff will actively review the school against the FISO improvement cycle.
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	Investigate models of learning / curriculum delivery to enhance student capabilities.

Goal 2	To sustain a high-performance culture focused on collective responsibility for improving student outcomes.
12 month target 2.1	Documented evidence on Google Drive and SPA (Student Performance Analyser) of individual and cohort data across all teams.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Build leadership capacity, structure and collaborative teams across the school.
12 month target 2.2	By the end of 2018: The community will have received communication in relation to the program. Weekly and termly planning will include evidence of the program.
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Wellbeing committee will meet as needed and support teams with the planning as needed.

12 month target 2.3	By the end of 2018: OGPS will have participated in two learning communities (School Improvement Partnership with Wattleview PS and Professional Learning Communities with Blackburn Lake and Mont Albert PS) to improve teacher capacity.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Create a network of influence through partnerships with other schools and community organisations.

Define Evidence of Impact and Activities and Milestones - 2018

Orchard Grove Primary School (5285)

Goal 1	To improve student learning growth in literacy and numeracy across the school.
12 month target 1.1	Documented evidence of a whole school scope and sequence, in the 6 + 1 writing traits, including assessment tasks, rubrics and tracking of student growth in writing.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop a whole school scope and sequence, including assessment tasks, rubrics and tracking of student growth in writing.
Actions	Establish a research-based approach to instructional practice in writing.
Evidence of impact	<p>Students will: use shared and common language recognise traits of good writing and apply these to their learning as evidence in their narrative and persuasive text types.</p> <p>Teachers will: use shared and common language. plan for and document the 6 + 1 Writing Traits into their planning documents and daily work programs include all traits into their planned and incidental teaching and learning.</p>

	Leaders will: Timetable Learning Specialists, Leading Teachers and Assistant Principals meetings support staff professional development.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Appoint a Literacy Coordinator	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional development for the Literacy Coordinator and Leading Teacher and team leaders in the 6 + 1 Writing Traits approach.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide quality professional learning to teachers on the 6 + 1 Writing Traits.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Staff to strategically implement the agreed 6 + 1 traits over the next 12 months within their classrooms.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth in literacy and numeracy across the school.
12 month target 1.2	Staff will be familiar with the essential learnings, vocabulary, pacing guides, assessments, proficiency scales and resources within the Numeracy Strategy
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop, document and implement a Guaranteed and Viable curriculum (G & VC) in Literacy.

Actions	Ensure alignment with the DET Numeracy strategy; identification of essential learnings; essential vocabulary; pacing guides; assessments, proficiency scales; resources.			
Evidence of impact	<p>Students will: use shared and common language engage in differentiated tasks that meet their point of need</p> <p>Teachers will: use shared and common language allocate time to familiarise themselves with resources available. attend and participate in PD as needed familiarise themselves with the achievement standards across the Victorian Curriculum in order to differentiate tasks.</p> <p>Leaders will: allocate time for staff PD agenda items as relevant in leadership meetings agenda items as relevant in team meetings. provide time for leaders to familiarise themselves with the resources and how they can be used.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Appoint a Numeracy Coordinator	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide professional development opportunities to further develop leaderships understanding of the Numeracy Strategy.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Scheduled meetings to discuss the Strategy and how the resources can be used.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth in literacy and numeracy across the school.			
12 month target 1.3	Staff will actively articulate all the High Impact Teaching Strategies and display their familiarity with them as referenced in planning documents.			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Build teacher capacity to implement and plan for the High Impact Teaching Strategies (HITS) across the school.			
Actions	Ensure all teachers are familiar with the High Impact Teaching Strategies.(HITS)			
Evidence of impact	<p>Students will: engage in differentiated tasks that meet their point of need</p> <p>Teachers will: utilise the DET publication on High Impact Teaching Strategies allocate time to familiarise themselves with resources and research available. attend and participate in PD as needed</p> <p>Leaders will: allocate time for staff PD agenda items as relevant in leadership meetings agenda items as relevant in team meetings. provide time for leaders to familiarise themselves with the resources and research and how they can be used.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure new staff have copies and the link to DET site for the HITS documents as needed.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure professional learning time is allocated for staff to discuss and gain a shared understanding of the HITS	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Ensure HITS are on the agenda at leadership meetings.	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure team leaders agenda HITS as needed at team meetings.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Document an agreed, whole staff, OGPS understanding of how the HITS are used within our school.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student learning growth in literacy and numeracy across the school.			
12 month target 1.4	Staff will actively review the school against the FISO improvement cycle.			
FISO Initiative	Evaluating impact on learning			
Key Improvement Strategy 1	Investigate models of learning / curriculum delivery to enhance student capabilities.			
Actions	Ensure alignment with the FISO Improvement Cycle.			
Evidence of impact	<p>Teachers will: utilise the DET publication on the FISO improvement cycle allocate time to familiarise themselves with resources and research available. attend and participate in team and whole school meetings as needed</p> <p>Leaders will: allocate time for staff PD/meeting agenda items as relevant in leadership meetings agenda items as relevant in team meetings. make provision for time to familiarise themselves with the FISO resources.</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Allow time to self review at a staff meeting/s.	Assistant Principal	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allow time to self review at a team meeting/s.	PLT Leaders	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allow time to unpack the Peer Review assessment and reflect on the differences and reason why.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To sustain a high-performance culture focused on collective responsibility for improving student outcomes.
12 month target 2.1	Documented evidence on Google Drive and SPA (Student Performance Analyser) of individual and cohort data across all teams.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Build leadership capacity, structure and collaborative teams across the school.
Actions	Tracking of student learning using individual and cohort data on a regular basis
Evidence of impact	<p>Teachers will: track individual and cohort student progress in Literacy and Numeracy allocate time in level team meetings to analyse and discuss data utilise the SPA program to assist with data analysis.</p> <p>Leaders will: allocate time for staff PD/attendance at level team meetings agenda items as relevant in team meetings agenda items as relevant in leadership meetings</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional learning on cohort data analysis.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development for leadership in the OGPS style of cohort data	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
NAPLAN analysis	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Pre and post testing analysis occurring within each team.	PLT Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PAT data analysis.	Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To sustain a high-performance culture focused on collective responsibility for improving student outcomes.
12 month target 2.2	By the end of 2018: The community will have received communication in relation to the program. Weekly and termly planning will include evidence of the program.
FISO Initiative	Health and wellbeing
Key Improvement Strategy 1	Wellbeing committee will meet as needed and support teams with the planning as needed.

Actions	Include Resilience, Rights and Respectful Relationships into weekly wellbeing rotations.			
Evidence of impact	<p>Students will: engage in relevant activities based on the RRRR curriculum demonstrate behaviours modelled through RRRR program</p> <p>Teachers will: utilise the DET publications on Resilience, Rights and Respectful Relationships allocate time to familiarise themselves with resources and research available. attend and participate in PD as needed</p> <p>Leaders will: allocate time for staff and personal PD agenda items as relevant in leadership meetings agenda items as relevant in team meetings. provide time for leaders to familiarise themselves with the resources and research and how they can be used.</p> <p>The community will: support OGPS' endeavours</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establishment of the RRRR team	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
RRRR Team to attend DET Professional learning	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
RRRR Team to upskill all staff	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

RRRR learning materials to be utilised in planning of Wellbeing Rotations	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To sustain a high-performance culture focused on collective responsibility for improving student outcomes.			
12 month target 2.3	By the end of 2018: OGPS will have participated in two learning communities (School Improvement Partnership with Wattleview PS and Professional Learning Communities with Blackburn Lake and Mont Albert PS) to improve teacher capacity.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Create a network of influence through partnerships with other schools and community organisations.			
Actions	Create a network of influence through partnerships with other schools.			
Evidence of impact	<p>Teachers will: model lessons as needed. provide/attend Week 5 PD within the Riversdale Network. Attend PLC PD as structured throughout 2018</p> <p>Leaders will: allocate time for staff to liase with teachers from other schools allocate time for Week 5 PD</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Attend the School Improvement Program professional development session	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$400.00 <input type="checkbox"/> Equity funding will be used

Shared leadership meetings at both school sites with Wattlevie PS	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Provide time for teachers at OGPS to spend time with teachers at Wattlevie PS, mentoring, coaching and internal and external PD and resources as required.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$24,600.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Orchard Grove Primary School (5285)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional development for the Literacy Coordinator and Leading Teacher and team leaders in the 6 + 1 Writing Traits approach.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide quality professional learning to teachers on the 6 + 1 Writing Traits.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Karl Chippindall	<input checked="" type="checkbox"/> Off-site Manningham Hotel
Staff to strategically implement the agreed 6 + 1 traits over the next 12 months within their classrooms.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provide professional development opportunities to further develop leaderships understanding of the Numeracy Strategy.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Scheduled meetings to discuss the Strategy and how the resources can be used.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ensure professional learning time is allocated for staff to discuss and gain a shared understanding of the HITS	Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Document an agreed, whole staff, OGPS understanding of how the HITS are used within our school.	Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Allow time to unpack the Peer Review assessment and reflect on the differences and reason why.	Assistant Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning on cohort data analysis.	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional development for leadership in the OGPS style of cohort data	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
RRRR Team to upskill all staff	PLT Leaders	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Curriculum development		<input checked="" type="checkbox"/> Learning Specialist	
RRRR learning materials to be utilised in planning of Wellbeing Rotations	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend the School Improvement Program professional development session	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL	<input checked="" type="checkbox"/> Off-site Grand Hyatt
Shared leadership meetings at both school sites with Wattleview PS	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Provide time for teachers at OGPS to spend time with teachers at Wattleview PS, mentoring, coaching and internal and external PD and resources as required.	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

Self-evaluation Summary

[Orchard Grove PS Peer Review Report 2017 Final.pdf \(0.68 MB\)](#)

2018 Annual Implementation Plan

[SIPs Joint Schools Agreement Orchard Grove and Wattle View PS 19032015 semester 2 \(6\).docx \(0.06 MB\)](#)

[SIPs Joint Schools Agreement Orchard Grove and Wattle View PS 19032015.docx \(0.04 MB\)](#)

