

# Annual Implementation Plan - 2022

## Define Actions, Outcomes and Activities

Roxburgh Rise Primary School (5493)



Submitted for review by Chris Bozikas (School Principal) on 01 April, 2022 at 01:38 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 29 April, 2022 at 10:08 AM

Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<p>Learning Key Improvement Strategy See Literacy and Numeracy targets below</p> <p>Wellbeing Key Improvement Strategy targets By end of 2022 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: - Sense of confidence from 80 per cent (2021) to 82 per cent - High levels of psychological distress from 31 per cent (2021) to 26 per cent - Low Resilience reduced from 28 per cent (2021) to 24 per cent</p> <p>By end of 2022 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: -Teacher communication from 80 per cent (2021) to 81 per cent - Parent participation and involvement from 75 per cent (2021) to 76</p> <p>By end of 2022 reduce the percentage of students with 20 or more absent days from 27 per cent to 26.5 per cent</p>
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Implement specific intervention programs to support and extend student learning in Literacy and Numeracy
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Work in small groups targeted to their individual learning needs</li> <li>• articulate what they are learning and the purpose of the learning</li> <li>• articulate what their next steps are to progress in their learning</li> </ul>

	<ul style="list-style-type: none"> <li>demonstrate improved outcomes in reading and mathematics</li> </ul> <p>Teachers/Tutors will:</p> <ul style="list-style-type: none"> <li>provide regular feedback to students and monitoring student progress using data walls</li> <li>provide students with the opportunity to work at their level using differentiated resources</li> <li>identify and support students in need of targeted support or intervention</li> <li>work alongside each other to ensure student progress is regularly updated and learning programs are adjusted accordingly</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>use data to determine students selected for the tutoring and other intervention programs</li> <li>monitor data to determine when students are ready to exit the tutoring or other intervention programs</li> <li>regularly meet with tutors to support them to conduct their PLC</li> </ul>		
<p><b>Success Indicators</b></p>	<ul style="list-style-type: none"> <li>Minutes of meetings will reflect data discussions around students learning needs</li> <li>Pre and post assessment data will show tutoring program has had a positive impact on improving student outcomes.</li> </ul> <p>Data sources:</p> <p>English</p> <p>PAT Reading</p> <p>Fountas &amp; Pinnell running records</p> <p>Teacher Judgement</p> <p>Math</p> <p>Pat Maths (Grades 26)</p> <p>MOI (F &amp; 1)</p> <p>Common Assessment Tasks</p> <p>Teacher Judgement</p>		
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>
<p>Implement Whole School Tutor Learning Initiative (TLI) Policy &amp; Procedures</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>

Key support staff to participate in professional learning including Tutor training modules and team planning sessions	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Use the Student Performance Analysis Program to select and track students tagged for TLI & Levelled Literacy Intervention	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Independent Assessment Schedule will be developed for students who participate in the TLI	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>HUMAN RESOURCES</b> Employ Staff to run specific programs to support students who need extra support with their learning or to extend their learning, Leveled Literacy Intervention (LLI) program 1.2 FTE Speech Therapy Assistance (STA) Program 0.8 FTE Math extension Group 0.2 FTE	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
See additional Literacy and Numeracy activities in school 2.a KIS below	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>KIS 2</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		

Priority 2022 Dimension	
<b>Actions</b>	<p>Develop a SELS F-6 curriculum which encompasses Berry St Education Model, Respectful Relationships and Smiling Minds</p> <p>Embed a whole school wellbeing approach using social &amp; emotional learning (SEL) strategies and frameworks, with support from the Wellbeing and Allied Health Teams and external agencies.</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop increased positive relationships with staff &amp; peers</li> <li>• Feel supported and engaged, with a strong sense of belonging</li> <li>• Use de-escalation strategies when needed</li> <li>• Use positive and respectful language with others in and out of the classroom</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• share a common understanding of the whole school approach to wellbeing</li> <li>• integrate the social-emotional learning curriculum into their classroom practice and programs.</li> <li>• Use a range of trauma informed practices to assist students with social and emotional issues.</li> <li>• consistently model agreed behaviours and routines.</li> <li>• Utilise the support of allied health staff</li> <li>• Cater for the needs of vulnerable students through IEPs for identified and PSD students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Have Improved knowledge of wellbeing research and best practice strategies.</li> <li>• Ensure SELS is timetabled weekly</li> <li>• Support teachers in implementing SELS strategies</li> <li>• Support the Student Wellbeing Curriculum in the development of the SELS whole school program.</li> <li>• Liaise closely with Allied Health staff and external agencies</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• ATOS survey will indicate positive responses to the targets set</li> <li>• School based google surveys will indicate improvement.</li> <li>• Increase in students able to articulate their feelings and using strategies to assist themselves</li> <li>• Improvement in positive student engagement in and out of the classroom.</li> <li>• Improvement in attendance data.</li> <li>• Changes to classroom practice will be observed.</li> <li>• Self-Assessment against the DET respectful relationship Index tool</li> </ul>		
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>
Student Wellbeing Committee (Respectful Relationships Team/Smiling Minds Champion) to audit and plan F-6 social and emotional curriculum and drive its implementation throughout the school through staff Professional Learning	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Student Wellbeing Committee to drive implementation of positive recognition systems in whole school approach	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Allied Health Team to provide training to staff about referral processes and support pathways and IEP generation	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Whole staff to participate in Respectful Relationships Training	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3

			to: Term 3
New staff to complete BSEM training	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>Goal 2</b>	To improve student learning outcomes for every student in literacy and numeracy.		
<b>12 Month Target 2.1</b>	<p>By the end of 2022 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>- Reading from 25 per cent (2021) to 28 percent</li> <li>- Writing from 44 per cent (2021) to 47 percent</li> <li>- Numeracy from 16 per cent (2021) to 19 per cent</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>- Reading from 9 per cent (2021) to 12 per cent</li> <li>- Writing from 5 per cent (2021) to 8 per cent</li> <li>- Numeracy from 20 per cent (2021) to 23 per cent</li> </ul>		
<b>12 Month Target 2.2</b>	<p>By the end of 2022, increase the percentage of EAL students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>- Reading from 20 per cent (2021) to 23 per cent</li> <li>- Writing from 46 per cent (2021) to 49 per cent</li> <li>- Numeracy from 11 per cent (2021) to 14 per cent</li> </ul>		

	<p>Year 5</p> <ul style="list-style-type: none"> <li>– Reading from 14 per cent (2021) to 18 per cent</li> <li>– Writing from 0 per cent (2021) to 3 per cent</li> <li>– Numeracy from 29 per cent (2021) to 33 per cent</li> </ul>
<b>12 Month Target 2.3</b>	<p>By the end of 2022 the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>– Reading from 22 per cent (2021) to 25 per cent</li> <li>– Writing from 9 per cent (2021) to 12 per cent</li> <li>– Numeracy from 33 per cent (2021) to 36 per cent</li> </ul>
<b>12 Month Target 2.4</b>	<p>By the end of 2022 the percentage of EAL students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>– Reading from 0 per cent (2021) to 3 per cent</li> <li>– Writing from 0 per cent (2021) to 3 per cent</li> <li>– Numeracy from 50 per cent (2021) to 52 per cent</li> </ul>
<b>12 Month Target 2.5</b>	<p>By the end of 2022, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> <li>– Reading from 64 per cent in 2021 to 67 per cent</li> <li>– Speaking and Listening from 77 per cent in 2021 to 80 per cent</li> <li>– Writing from 56 per cent in 2021 59 per cent</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>– Number and Algebra from 65 per cent in 2021 to 68 per cent</li> <li>– Measurement and Geometry 64 per cent in 2021 to 67 per cent</li> <li>– Statistics and Probability 62 per cent in 2021 to 65 per cent</li> </ul>
<b>12 Month Target 2.6</b>	<p>By end of 2022, improve the percentage of positive endorsement in the following factors of the School Staff Survey:</p>



	<ul style="list-style-type: none"> <li>- Teacher collaboration from 55 per cent (2021) to 60 per cent</li> <li>- Collective Efficacy from 54 per cent (2021) to 59 per cent</li> <li>- Believe peer feedback improves practice from 61 per cent (2021) to 66 per cent</li> <li>- Professional Learning through peer observation from 33 per cent (2020) to 43 per cent</li> </ul>
<b>KIS 1</b> Building practice excellence	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes.
<b>Actions</b>	<p>Strengthen the whole school instructional model with a focus on the HITS.</p> <p>Strengthen teachers' ability to use formative assessment to inform teaching and learning in English &amp; Mathematics</p> <p>Introduce a whole school approach to teaching writing (6+1 Traits)</p>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Be familiar with how lessons are structured and how this supports their learning.</li> <li>• Articulate what they are learning, why they are learning it and how they can be successful</li> <li>• Show increased engagement in their learning</li> <li>• Demonstrate improved learning outcomes.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Consistently and explicitly implement the schools Instructional Model underpinned by the gradual release of responsibility.</li> <li>• Engage with the Learning Intention and Success Criteria throughout the lesson.</li> <li>• Demonstrate a deeper understanding of how to use formative assessment data to determine the 'next steps' for student learning</li> <li>• Develop confidence and consistency when moderating student work samples</li> <li>• Demonstrate a deeper understanding of the authorial and secretarial elements of writing</li> </ul> <p>Leaders will:</p>

	<ul style="list-style-type: none"> <li>Mentor and coach teachers in the implementation of the Instructional Model</li> <li>Support teams to develop and implement authentic formative assessment tasks and rubrics to track student learning</li> <li>Lead professional learning for teams in the use of the 6+1 Traits</li> </ul>		
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Planning documentation reflects the Instructional model- HITS</li> <li>Planning documentation identifies the learning progressions that are used to differentiate student learning.</li> <li>Conferencing &amp; Anecdotal Notes will reflect student goal setting &amp; feedback</li> <li>Formative assessment tasks with accompanying rubrics will track learning progress</li> <li>Data Sources: Teacher Generated Formative Common Assessment Tasks/ Observations, Teacher Judgement &amp; NAPLAN (years 3/5)</li> <li>Greater alignment of NAPLAN results &amp; Teacher Judgements</li> </ul>		
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>
Redesign updated Reading mosaics/Guided Reading Excel Sheet/ Literacy Learning Progressions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Conduct learning walks through classrooms to identify evidence of the instructional model & HITS English – Feedback & Goal Setting Mathematics – Structuring lessons & Explicit teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Launch Peer Observation and Student Centred Coaching Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2

	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader		to: Term 4
Develop Formative Assessment Tasks and Rubrics for English & Mathematics	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
English Workshop: Conduct a ½ day Introduction to Teacher Self-Paced 6+1 Writing traits Course – Setting the context workshop	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
Purchase the 6+1 Writing traits Online Self-paced Course (Oz Lit)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4
Staff to complete 6+1 Writing Traits Course during allocated time in whole school professional learning schedule.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Hire Literacy Consultant – Narissa Leung for Feedback on Writing Progress to assist with the development of future writing focus.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)		to: Term 4
Maths Curriculum Committee to create Level 7 and level 8 Learning Progressions to cater for students needing extension.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Math Workshop: Conduct a ½ day Lesson Structure and explicit in teaching in mathematics Workshop	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2
Introduce Mathletics digital program with associated professional learning for staff.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2
Employ English & Maths Leaders teacher practice through guided planning sessions, modelling and mentoring.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>KIS 2</b> Curriculum planning and assessment	Strengthen the model of PLCs to build teacher practice and capabilities to improve student learning outcomes.		

<b>Actions</b>	Build the capacity of PLC facilitators, teams and teachers to effectively implement the PLC Inquiry model.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Work within their Zone of Proximal Development</li> <li>• Know what they are learning and why</li> <li>• Know what their next steps are to progress in their learning</li> <li>• Demonstrate improved outcomes</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Build their Data Literacy knowledge in order to contribute to data conversations during planning sessions using a variety of tools to map student data (eg VENN Diagram).</li> <li>• Use differentiation to develop learning tasks for students</li> <li>• Use the FISO Improvement Cycle to track individual and groups of students' outcomes</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Work with teachers to implement the FISO Improvement Cycle to track individual and groups of students' outcomes</li> <li>• Use multiple sources of evidence to track the effectiveness of the peer observation and student centred coaching model.</li> <li>• Develop their own peer coaching skills</li> <li>• Model the effective use of data to identify student learning needs and contribute to data conversations</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Students will demonstrate improved Outcomes</li> <li>• Data Sources: Teacher Judgement &amp; NAPLAN (years 3/5)</li> <li>• PLC Minutes will detail inquiry actions</li> <li>• Peer Observation/Coaching Booklet is published to staff and enacted</li> <li>• Observation &amp; Coaching Conversations will detail data and disciplined dialogue</li> <li>• Planning Documentation will identify differentiation</li> </ul>

- SIT/ LS Minutes detail data and disciplined dialogue

Data Sources: PLC Maturity Matrix Evaluation

Activities and Milestones	People Responsible	Is this a PL Priority	When
Liaise with and seek support and feedback from Regional PLC Manager- Anita Calore	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Develop theories of action for each group of learners during the PLC Inquiry	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Use the VENN diagram to map student learning during the Inquiry Process	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Provide a weekly meeting time for PLC Facilitators to engage in Professional Learning and share	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Appoint Learning Specialists to support Prep to Grade 6 teachers and PLC facilitators to strengthen their PLC inquiry process.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1

			to: Term 4
<b>Goal 3</b>	To improve student engagement and agency in learning.		
<b>12 Month Target 3.1</b>	<p>By end of 2022 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>- student voice and agency from 65 per cent (2021) to 67 per cent</li> <li>- stimulated learning from 71 per cent (2021) to 73 per cent</li> <li>- effective classroom behaviour from 73 per cent (2021) to 75 per cent</li> </ul>		
<b>12 Month Target 3.2</b>	<p>By end of 2022 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> <li>- student agency and voice from 74 per cent (2021) to 75 per cent</li> <li>- confidence and resilience skills from 81 per cent (2021) 82 per cent</li> <li>- student motivation and support from 74 per cent (2021) 75 per cent</li> <li>- stimulating learning environment from 72 per cent (2021) 73 per cent</li> </ul>		
<b>12 Month Target 3.3</b>	<p>By end of 2022, improve the percentage of positive endorsement in the following factors of the School Staff Survey:</p> <ul style="list-style-type: none"> <li>- use student feedback to improve practice (Teaching &amp; Learning-Evaluation) from 42 per cent (2021) to 44 per cent</li> <li>- promote student ownership of learning (Teaching &amp; Learning-Implementation) from 48 per cent (2021) to 50</li> <li>- plan differentiated learning activities (Teaching &amp; Learning-Planning) from 79 per cent (2021) to 81 per cent</li> </ul>		
<b>KIS 1</b> Intellectual engagement and self-awareness	Develop a consistent whole school understanding and approach to student agency in learning		
<b>Actions</b>	Build the knowledge & capacity of school leaders to incorporate student agency into school practices.		
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Build their understanding of student agency in learning</li> </ul>		

	<ul style="list-style-type: none"> <li>Develop a whole school Student Agency implementation plan</li> </ul>		
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>An agreed understanding of “What Learner Agency should Look Like/Sounds Like/ Feels like at RRPS”.</li> <li>Documented Student Agency implementation plan</li> </ul>		
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>
PC team to Participate in Hume/Moreland Network Student Voice and Agency Community of Practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Leadership team to engage in professional learning in relation to Student Agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Document: What Learner Agency Looks Like/Sounds Like/ Feels like at RRPS and proposed Implementation Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<b>KIS 2</b> Empowering students and building school pride	Develop student capability to set goals, monitor and reflect on their learning progress		



<b>Actions</b>	Develop a whole school approach and expectations for goal setting in English and Mathematics.		
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Co construct reading &amp; mathematics goals with their teacher to progress in their learning</li> <li>• Understand why they have the goals and how to practice the goal</li> <li>• Respond to and explain how they have acted on feedback to improve their work</li> <li>• Explain what success looks like</li> <li>• Be more engaged in their learning</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Use data to co construct reading &amp; mathematics goals with students</li> <li>• Monitor the progress of students as they work on their goal</li> <li>• Provide specific and timely feedback to students about their learning progress</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Work with teachers to build their understanding of how to use data to develop goals with students</li> <li>• Monitor the impact of student learning goals on learning data</li> </ul>		
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• School staff survey: Promote student ownership of learning</li> <li>• Student Attitudes to School Survey: Documented student learning goals in English and Maths</li> </ul>		
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>
English Workshop: Conduct a ½ day focusing on Independent Reading Time/ Conferring & using formative assessment to set reading goals and provide feedback	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2

<p>Maths Workshop: Conduct workshops with a focus on co-construct learning goals to reflect and monitor progress- Link to I can statements and to differentiation and provide feedback</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 2 to: Term 4</p>