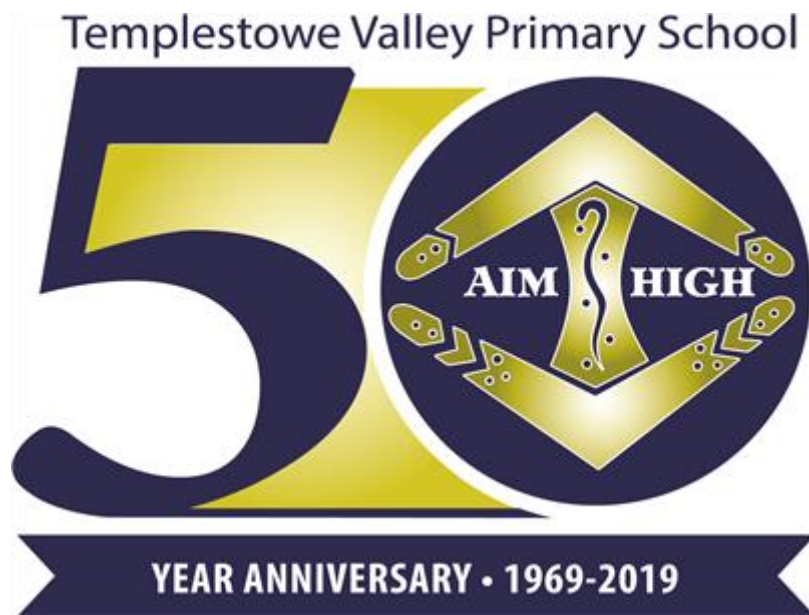# Annual Implementation Plan - 2023
Actions, Outcomes and Activities

Templestowe Valley Primary School (4985)

Submitted for review by Alison Rees (School Principal) on 10 February, 2023 at 02:23 PM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 12 February, 2023 at 07:00 PM

Endorsed by Eva Wong (School Council President) on 03 May, 2023 at 04:27 PM

Actions, Outcomes and Activities

Goal 1
2023 Department of Education (DE) Priorities Goal
In 2023 TVPS will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.

12 Month Target 1.1	***Victorian Curriculum (VC) Teacher Judgement: Prep - Year 6 (Average)***	***Student Attitude to School Survey (ATSS)***
	<u>*One VC level of learning progress in 1 year*</u>	• Learning confidence = 88%
	• 2023 Reading = >80%	• Motivation and interest = 89%
	• 2023 Writing = >80%	• Self-regulation and goal setting = 89.5%
	• 2023 Number = >80%	• Student voice and agency = 83%
	<u>*Above Expected Level*</u>	• Effective classroom behaviour = 89%
	• 2023 Reading = 48%	• Teacher concern = 84%
	• 2023 Writing = 33%	• Resilience = 88%
	• 2023 Number = 42%	• Sense of connectedness = 88%
	<u>*Below Expected Level*</u>	• Advocate at school = 85%
	• 2023 Reading = <5%	• Managing bullying = 89.5%
	• 2023 Writing = <5%	• Respect for diversity = 88%
	• 2023 Number = <5%	• Not experiencing bullying = 88%
		• Attitudes to attendance = 90%
	NAPLAN	
	YEAR 3:	***Parent Opinion Survey (POS)***
	<u>*Assessed in Top 2 Bands (5-6)*</u>	• Student motivation and support = 83%
	• 2023 Reading = 69%	• Stimulating learning environment = 83%
	• 2023 Writing = 33%	• Student agency and voice = 84%
	• 2023 Number = 53%	
	YEAR 5:	***School Staff Survey (SSS)***
	<u>*Assessed in Top 2 Bands (7-8)*</u>	<u>*School Climate Factors*</u>
	• 2023 Reading = 58%	• Academic emphasis = 84%
	• 2023 Writing = 38%	• Teacher collaboration = 70%
	• 2023 Number = 47%	• Trust in colleagues = 77%
	<u>*At or Above Growth (5-8)*</u>	• Guaranteed and viable curriculum = 71%

- 2023 Reading = 77%
- 2023 Writing = 84%
- 2023 Number = 85%

Above Growth (7-8)

- 2023 Reading = 27%
- 2023 Writing = 34%
- 2023 Number = 42%

Individual Education Plan (IEP): Prep - Year 6

Goals Achievement

- 2023 = >90%

- Collective responsibility = 89%

Teaching and Learning Factors

- Seek feedback to improve practice = 70%
- Professional learning through peer observation = 54%
- Use data for curriculum planning = 84%
- Promote student ownership of learning goals = 81%
- Support growth and learning of whole student = 84%
- Believe student engagement is key to learning = 90%
- Use student feedback to improve practice = 70%

School Attendance – Absence

- Unapproved absences = 0%
- Reduce the 2022 percentage of student absences of 20+ days by 25% or equal to similar schools percentage:
  - Prep = (50%) 2023 = 25%
  - Year 1 = (39%) 2023 = 14%
  - Year 2 = (32%) 2023 = 7-13%
  - Year 3 = (41%) 2023 = 16%
  - Year 4 = (41%) 2023 = 16%
  - Year 5 = (17%) 2023 = 9-15%
  - Year 6 = (57%) 2023 = 32%

DE Priority 2023 Dimension - *Key Implementation Strategy (KIS) 1a*
Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy.

KIS 1a - Learning Actions	*Principal Class will:*	*PLC Leaders will:*
	• Monitor school wide data - Victorian Curriculum progression points to ensure learning growth of all students. • Monitor school wide data - Parent Opinion Survey (POS), Attitudes to School Survey (ATSS) and Staff Opinion Survey (SOS). • Monitor IEP goal progress P-6 to ensure learning growth of all students. • Maximise resources including staff to lead and implement priority area. • Follow up with families of students who have high level of absences. • Liaise with Student Support Services (SSS) as required for students/families with social, emotional and academic concerns. • Allocate Education Support Officers to students with additional funded needs. • Appointments made for 2023 of two 0.5 positions for the Primary Mathematics and Science Specialists Initiative (PMSSI). • Monitor & support PMSSI program & teachers. • Closely monitor School Strategic Plan (SSP) and Annual Implementation Plan (AIP) goals. • Appoint Tutor Learning Initiative (TLI) / PMSSI teachers and timetable programs. • Communicate of the school's priorities through actions, PL, community events, newsletters, additional opportunities. • Oversee VIT Induction process. *Learning Specialists will:* • Provide professional learning to new staff members on TVPS Literacy and Numeracy Instructional Model. • Provide exemplar examples of planning documentation in Literacy and Numeracy.	• Attend PLC Leaders meeting and complete required professional learning. • Utilise professional learning within PLC meeting e.g. use of protocols. • Facilitate their own PLC year level meetings, utilising the norms effectively. • Promote the use of the inquiry cycle in Mathematics. • Ensure planning documentation reflects the schools' Literacy and Numeracy Instructional Model. • Promote consistency in teaching across the year level. • Take responsibility for all students' learning within the cohort. *Classroom teachers will:* • Ensure six hours of Mathematics is taught each week, utilising the year level planning documentation. • Ensure ten hours of English is taught each week, utilising the year level planning documentation. • Actively take part in all year level PLC meetings and whole school professional learning. • Plan designated lessons for year level based on PLC discussions utilising recommended resources. • Conduct assessments according to the school's assessment schedule as well as year level based weekly formative assessment in Mathematics. • Actively discuss and analyse formative assessment to plan and use this to plan differentiated teaching and learning which meets the needs of all students. • Take responsibility for all students' learning within the cohort. • Use of 1:1 conferring to establish individual learning goals.

- Model exemplar lessons in Literacy and Numeracy.
- Mentor and coach staff members requiring additional support in pedagogy (application of the Instructional Model), differentiation, and setting goals for students.
- Provide professional learning to all staff on wellbeing - School Wide Positive Behaviour System (SWPBS).
- Monitor AIP goals set.
- Mentor teachers completing VIT.

PMSSI Leaders will:
- Attend all year level PLC meetings to facilitate discussions.
- Promote the use of the inquiry cycle in Mathematics.
- Facilitate data discussions; both formative and summative.
- Promote the use of recommended resources for teaching and learning e.g. Booker, Maths Continuum, TVPS Scope & Sequence, FUSE.
- Promote consistency in the use of the TVPS Mathematics planner (6 lessons per week).
- Facilitate the development of a yearly Maths sequence.
- Review year level planning documentation to ensure explicit teaching, small focus groups and differentiation is evident.
- Analyse whole school cohort data to select students to take part in TLI and ME Program, plan and teach sessions.

- Utilise the SWPBS within the classroom to promote positive relationships and wellbeing.
- Provide IEP goals in Literacy, Numeracy, Wellbeing and Attendance as required and discuss these with parents/carers each term and monitor progress of goals.

Specialist teachers will:
- Utilise the SWPBS within the classroom to promote positive relationships and wellbeing.

ESO - Classroom based will:
- Utilise the SWPBS within the classroom to promote positive relationships and wellbeing.
- Work with students 1:1 or small groups to support learning in Literacy and Numeracy.
- Attend SSGs for PSD students with classroom teacher.
- ESO - Administration will:
- Utilise the SWPBS within the school to promote positive relationships and wellbeing.
- Utilise CASES and Compass to track student attendance.

The community will:
- Engage with teachers regarding their child's learning and support the achievement of IEP goals at home as required.

KIS 1a - Learning Outcomes	*For community:* • Overall increase in parent satisfaction • Increase in parent involvement in learning e.g. reading *For leaders:* • Overall increase in whole school data in Literacy and Numeracy. • Increase in individual student results. • Individual students in need identified, monitored and supported.	*For staff:* • Enhanced curriculum knowledge of progressions in learning. • Enhanced ability to diagnose and target areas of concern or misconceptions. • A greater ability to use moderation to target strengths and areas to work on for individual students. • A stronger link between data collection, data analysis, planning and implementation using the inquiry cycle. *For students:* • Increased overall knowledge in curriculum areas as observed by achievement of progressions. • Increased confidence in application of tasks and belief in own ability.
KIS 1a - Learning Success Indicators	*Community:* • Parent Opinion Survey (POS) • Parent attendance to assist with learning *School:* • Whole school teacher judgment data (Victorian Curriculum progression points) • NAPLAN • External assessment e.g. PAT • Participation rates and results in extracurricular opportunities e.g. Maths Olympiad, ASPMO Maths Games, Tournament of the Minds, G.A.T.E.W.A.Y.S, • Attitudes to School Survey (ATSS) data - improved confidence • Parent Opinion Survey (POS) - improved confidence	*Staff:* • Achievement of individual outcomes for students • Teacher judgment - Victorian Curriculum progression points with evidence of students working above the expected level and growth of all students in curriculum areas • Essential Assessment and PAT data • Identification of students and increased results of those in TLI • Achievement of IEP goals set *Students:* • Individual student identified goals • Essential Assessment • Overall teacher judgment results (reporting) • Extracurricular results and participation

KIS 1a - Learning Activities and Milestones	Who?	When?	Funding?
1. Maximise resources including staff to lead and implement priority area. 2. Monitor targets and overall data. 3. Establish protocols, meeting schedule to ensure priorities are analysed. 4. Provide opportunities for extension and enrichment through the school budget. 5. Communication of school's priorities through actions, PL, community events, newsletters, opportunities. 6. Timetable to enable implementation of priority by providing time for numeracy/literacy leaders. 7. Work with middle level leadership to co-ordinate Curriculum Days and PL.	☑ Principal	From: Term 1 To: Term 4	$0.00

1. Track <u>LITERACY</u> data across the school in terms of
  • Victorian Curriculum (VC) - Teacher Judgement
  • NAPLAN
  • Running Records
  • Students at risk including TLI Program
2. Examine this data as it relates to:
  • English as an Additional Language (EAL)
  • Gender
3. Monitor number of literacy sessions & break down across the school to ensure daily opportunities to read and write (also to meet DET time requirements for literacy)
4. Ensure implementation of the TVPS Literacy Instructional Model
5. Lead PL sessions for staff and mentor staff
6. Undertake own professional learning and reading to build pedagogical knowledge of best practice.
7. Oversee and implement 'TLI' program in reading tracking students accordingly.
8. Identification of students for extension and enrichment programs e.g. HAP, ICAS, GATEWAYS, Tournament of the Minds
9. Produce documentation as part of whole school practices.
10. Track results of new students (Cohort growth NAPLAN)
11. Attend year level PLCs weekly to faciliate discussions on teaching and learning utilising formative and summative assessments focussing on 'point of need.'
12. Support staff in providing room resources ie. anchor charts, materials that students and teachers can refer to, using the correct language for the task
	☑ Literacy Leader	From: Term 1
		To: Term 4
			$0.00
			may include DET funded or free items

KIS 1a - Learning Activities and Milestones	Who?	When?	Funding?

1. Track <u>NUMERACY</u> data across the school in terms of
   • Victorian Curriculum (VC) - Teacher Judgement
   • NAPLAN
   • Running Records
   • Students at risk including TLI Program
2. Examine this data as it relates to:
   • English as an Additional Language (EAL)
   • Gender
3. Monitor number of literacy sessions & break down across the school to ensure daily opportunities to read and write (also to meet DET time requirements for literacy)
4. Ensure implementation of the TVPS Literacy Instructional Model
5. Lead PL sessions for staff and mentor staff
6. Undertake own professional learning and reading to build pedagogical knowledge of best practice.
7. Oversee and implement 'TLI' program in reading tracking students accordingly.
8. Identification of students for extension and enrichment programs e.g. HAP, ICAS, GATEWAYS, Tournament of the Minds
9. Produce documentation as part of whole school practices.
10. Track results of new students (Cohort growth NAPLAN)
11. Attend year level PLCs weekly to facilitate discussions on teaching and learning utilising formative and summative assessments focussing on 'point of need.'
12. Support staff in providing room resources ie. anchor charts, materials that students and teachers can refer to, using the correct language for the task
	☑ Numeracy Leader	From: Term 1
		To: Term 4
			$113,000.00

1. Implement Tutor Learning Initiative (TLI) and High Ability Program (HAP)
   • Foster the creation/planning of community-based tasks to engage and stimulate learning.
   • Work with teams to promote the use of spaces within the school for creation of audiences.
   • Provide opportunities for extension and enrichment applying student's current skills to new learning.
   • Use DET resources to engage students in TLI or High Ability program.
   • Oversee school based extra curricula program.
   • Staff to undertake PL and reading in the area of high ability students
	☑ Learning Specialist(s)	From: Term 1
		To: Term 4
			$76,541.00

KIS 1a - Learning Activities and Milestones	Who?	When?	Funding?
1. Develop consistency in curriculum delivery through: • Use of up-to-date assessment schedule • Revisiting TVPS Instructional Model • Revisiting High Impact Teaching Strategies • Peer Observations • Learning Walks • Mentoring new teachers/VIT	☑ Learning Specialist(s)	From: Term 1 To: Term 4	$0.00
1. Attend PLC Leaders meeting and complete required professional learning. 2. Utilise professional learning within PLC meeting e.g. use of protocols. 3. Facilitate their own PLC year level meetings, utilising the norms effectively. 4. Ensure year level is following the TVPS assessment schedule. 5. Ensure data discussions occur weekly utilising the inquiry cycle with a focus on Mathematics. 6. Ensure planning documentation reflects the schools' Literacy and Numeracy Instructional Model 7. Promote consistency in teaching across the year level. 8. Take responsibility for all students' learning within the cohort. 9. Keep parent community informed of year level learning and events	☑ PLC Leaders	From: Term 1 To: Term 4	$0.00
1. Ensure six hours of Mathematics is taught each week, utilising the year level planning documentation. 2. Ensure ten hours of English is taught each week, utilising the year level planning documentation. 3. Actively take part in all year level PLC meetings and whole school professional learning 4. Plan designated lessons for year level based on PLC discussions utilising recommended resources. 5. Conduct assessments according to the school's assessment schedule as well as year level based weekly formative assessment in Mathematics. 6. Actively discuss and analyse formative assessment to plan and use this to plan differentiated teaching and learning which meets the needs of all students. 7. Take responsibility for all students' learning within the cohort. 8. Use of 1:1 conferring to establish individual learning goals. 9. Utilise the SWPBS within the classroom to promote positive relationships and wellbeing.	☑ Teacher(s)	From: Term 1 To: Term 4	$0.00

10. Provide IEP goals in Literacy, Numeracy, Wellbeing and Attendance as required and discuss these with parents/carers each term and monitor progress of goals.			

DE Priority 2023 Dimension - *Key Implementation Strategy (KIS) 1b*

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

| KIS 1b – Wellbeing Actions | *Principal Class will:*
• Track individual and cohort data to identify areas/students of concern.
• Support transition of students between year levels
• Promote the use of programs and supports for student wellbeing and mental health.
• Utilise middle leadership (PLC Leaders) to build staff capacity and curriculum knowledge on wellbeing and mental health.
• Liaise with Student Support Services (SSS) as required for students/families with social, emotional and academic concerns.
• Allocate Education Support Officers to students with additional funded needs.
• Appoint a Wellbeing Leader.

Learning Specialists will:
• Mentor and coach staff members requiring additional support for students with additional needs.
• Share and promote the use of TVPS wellbeing documentation e.g. Values - Student Matrix, Values - Staff Matrix, Values - Community Matrix,
• Develop a SWPBS team
• Finalise behaviour management flowchart and distribute to staff.
• Promote a consistent approach to dealing with student behaviour.
• Organise professional learning and coaching from SWPBS.
• Liaise with SWPBS coach to ensure documentation is completed for accreditation. | *Classroom teachers will:*
• Document concerns on Chronicle relating to student wellbeing and mental health.
• Encourage students to identify their strengths and personal attributes.
• Deliver an engaging curriculum targeted at students' 'point of need.'
• Actively take part in all year level PLC meetings and discuss student wellbeing concerns and take part in whole school professional learning regarding wellbeing and mental health.
• Utilise resources e.g. The Resilience Project and Resilience, Rights and Respectful Relationships (RRRR) to deliver weekly wellbeing sessions.
• Take responsibility for all students' wellbeing within the cohort.
• Apply the process stipulated on the behaviour management chart for minor and major incidents.
• Utilise the SWPBS within the classroom to promote positive relationships and wellbeing
• Provide IEP goals in Wellbeing and Attendance as required and discuss these with parents/carers each term and monitor progress of goals.
• Communicate with parents / carers as required when concern arises.

Specialist teachers will:
• Utilise the SWPBS within the classroom to promote positive relationships and wellbeing. |

	- Promote the use of the 'I am Mindful' kit within classrooms as required. - Provide a template for students to record their point of view of a major incident. - Provide professional learning/reading. *PLC Leaders will:* - Provide opportunities in PLC meetings weekly to discuss students of concern. - Promote consistency in teaching across the year level. - Take responsibility for all students' wellbeing within the cohort.	*ESO - Classroom based will:* - Utilise the SWPBS within the classroom to promote positive relationships and wellbeing. - Work with students 1:1 or small groups to support social and emotional development. - Attend SSGs for PSD students with classroom teacher if appropriate. *ESO - Administration will:* - Utilise the SWPBS within the school to promote positive relationships and wellbeing. - Utilise CASES/Compass to track student attendance. *The community will:* - Gain an understanding of SWPBS at TVPS and how it is being implemented. - Understand the behaviour management process.
KIS 1b – Wellbeing Outcomes	*For community:* - Families understand where to access support. - Families communicate with the school where there are concerns about wellbeing. - Have strategies to assist their child's wellbeing. *For leaders:* - Vulnerable students identified, known and monitored. - Resources used to support students.	*For staff:* - Increased curriculum knowledge and implementation of RRRR Program into the school, connecting previous wellbeing programs together e.g. The Resilience Project - Increased explicit teaching of wellbeing strategies - Increased proactivity in dealing with sign of distress e.g. anxiety, extended absences *For students:* - Know places, services and people who can support their wellbeing. - Utilise strategies taught to assist with wellbeing. - Have avenues to communicate their own wellbeing status to others.

KIS 1b – Wellbeing Success Indicators	**Community:** • Parent Opinion Survey (POS) **School:** • Attendance data (whole school, cohort and individual student) • Chronicle entries • Participation rates and results in extracurricular opportunities • Attitudes to School Survey (ATSS) data - improved confidence • Parent Opinion Survey (POS) - improved confidence	**Staff:** • Attendance data • Chronicle entries • Identification of students deemed at risk socially/emotionally • Achievement of wellbeing / attendance IEP goals **Students:** • Attendance data

KIS 1b – Wellbeing Activities and Milestones	Who?	When?	Funding?
1. Track individual and cohort data to identify areas / students of concern. 2. Support transition of students between year levels. 3. Promote the use of programs and supports for student wellbeing and mental health. 4. Utilise middle leadership (PLC Leaders) to build staff capacity and curriculum knowledge on wellbeing and mental health. 5. Allocate Education Support Officers to students with additional funded needs. 6. Appoint a Wellbeing Leader	☑ Principal	From: Term 1 To: Term 4	$10,480.00 ☑ Equity funding will be used
1. Liaise with Student Support Services (SSS) as required for students/families with social, emotional and academic concerns. 2. Work with students and families 1:1 when social, emotional or behavioural issues addressed. 3. Work with staff to support students with social, emotional or behavioural concerns and put a plan in place e.g. IEP. 4. Work with families where high level of student absence is noted to reintegrate student back into school life and create a plan e.g. IEP	☑ Assistant Principal	From: Term 1 To: Term 4	$0.00

KIS 1b – Wellbeing Activities and Milestones	Who?	When?	Funding?
1. Mentor and coach staff members requiring additional support for students with additional needs. 2. Share and promote the use of TVPS wellbeing documentation e.g. Values - Student Matrix, Values - Staff Matrix, Values - Community Matrix, 3. Develop a SWPBS team. 4. Finalise behaviour management flowchart and distribute to staff. 5. Promote a consistent approach to dealing with student behaviour. 6. Organise professional learning and coaching from SWPBS. 7. Liaise with SWPBS coach to ensure documentation is completed for accreditation. 8. Promote the use of the 'I am Mindful' kit within classrooms as required. 9. Provide a template for students to record their point of view of a major incident. 10. Provide professional learning/reading.	☑ Learning Specialist(s)	From: Term 1 To: Term 4	$0.00
1. Document concerns on Chronicle relating to student wellbeing and mental health. 2. Encourage students to identify their strengths and personal attributes. 3. Deliver an engaging curriculum targeted at students' 'point of need.' 4. Actively take part in all year level PLC meetings and discuss student wellbeing concerns and take part in whole school professional learning regarding wellbeing and mental health. 5. Utilise resources e.g. The Resilience Project and Resilience, Rights and Respectful Relationships (RRRR) to deliver weekly wellbeing sessions. 6. Take responsibility for all students' wellbeing within the cohort. 7. Apply the process stipulated on the behaviour management chart for minor and major incidents. 8. Utilise the SWPBS within the classroom to promote positive relationships and wellbeing. 9. Provide IEP goals in Wellbeing and Attendance as required and discuss these with parents/carers each term and monitor progress of goals. 10. Communicate with parents / carers as required when concern arises.	☑ Teacher(s)	From: Term 1 To: Term 4	$10,128.00 ☑ Equity funding will be used

TVPS 2023 Goal 3 - To improve student engagement in learning. **KIS 3b - Document and implement a consistent whole school approach to student goal setting.**		
KIS 3b – Goal Setting Actions	***Principal Class will:*** • Prioritise professional learning time on student goal setting. ***Learning Specialists will:*** • Provide professional learning on student goal setting. • Model exemplar practice in student goal setting • Facilitate discussions based on formative assessments to establish 'point of need' goals. • Create documentation regarding the school's approach to student goal setting. ***SIT Leaders will:*** • Monitor implementation and progress. ***PLC Leaders will:*** • Include student goal setting in PLC discussions and facilitate discussion. • Facilitate discussions based on formative assessments to establish 'point of need' goals.	***Classroom teachers will:*** • Attend professional learning on student goal setting. • Utilise formative assessments to develop 'point of need' goals. • View exemplars of practice • Confer with students 1:1 or small group to set Literacy and Numeracy goals each term at their individual 'point of need' and provide students an opportunity to reflect on their learning. • Update student goals once they have been achieved. ***Specialist teachers will:*** • Set goals for students at 'point of need'. ***ESO - Classroom based will:*** • Assist students 1:1 or in small groups to achieve their set goals. ***The community will:*** • Communicate with teachers regarding individual goals set so that these can be prioritised and supported at home.
KIS 3b – Goal Setting Outcomes	***For community:*** • Parents / carers can identify their child's goals. • Work in partnership with the school to achieve goals set. ***For leaders:*** • Improved data in Literacy and Numeracy. • Improved student engagement.	***For staff:*** • Improved student outcomes in Literacy and Numeracy. • Improved student engagement. ***For students:*** • Can articulate their individual goals. • Feel successful achieving their goals at their 'point of need.' • Be more engaged in their learning.

| KIS 3b – Goal Setting Success Indicators | **Community:**
• Parent Opinion Survey (POS)
• Increased parent support at home with learning

School:
• Whole school teacher judgment data (Victorian Curriculum progression points)
• NAPLAN
• External assessment e.g. PAT
• Participation rates and results in extracurricular opportunities e.g. Maths Olympiad, ASPMO Maths Games, Tournament of the Minds, G.A.T.E.W.A.Y.S,
• Attitudes to School Survey (ATSS) data - improved confidence
• Parent Opinion Survey (POS) - improved confidence | **Staff:**
• Achievement of individual outcomes for students
• Teacher judgment - Victorian Curriculum progression points with evidence of students working above the expected level and growth of all students in curriculum areas.
• Essential Assessment and PAT data
• Identification of students and increased results of those in TLI
• Achievement of IEP goals set.

Students:
• Individual student identified goals.
• Essential Assessment
• Overall teacher judgment results (reporting)
• Extracurricular results and participation |

KIS 3b – Goal Setting Activities and Milestones	Who?	When?	Funding?
1. Provide professional learning on student goal setting. 2. Model exemplar practice in student goal setting. 3. Facilitate discussions based on formative assessments to establish 'point of need' goals. 4. Create documentation regarding the school's approach to student goal setting.	☑ Learning Specialist(s)	From: Term 1 To: Term 4	$0.00
1. Include student goal setting in PLC discussions and facilitate discussion. 2. Facilitate discussions based on formative assessments to establish 'point of need' goals.	☑ PLC Leaders	From: Term 1 To: Term 4	$0.00
1. Attend professional learning on student goal setting. 2. Utilise formative assessments to develop 'point of need' goals. 3. View exemplars of practice 4. Confer with students 1:1 or small group to set Literacy and Numeracy goals each term at their individual 'point of need' and provide students an opportunity to reflect on their learning. 5. Update student goals once they have been achieved.	☑ Teacher(s)	From: Term 1 To: Term 4	$0.00

TVPS 2023 Goal 3 - To improve student engagement in learning. **KIS 3c - Provide opportunities for students to be reflective, questioning and self-monitoring learners.**		
KIS 3c – **Reflective** **Learners** **Actions**	*Principal Class will:* • Prioritise professional learning time on student metacognition. *Learning Specialists will:* • Provide professional learning/readings on High Impact Teaching Strategy (HITS) 'Metacognition' • Reinforce the importance of the TVPS Literacy and Numeracy Instructional Model - Stage 6 'Reflection' • Reiterate the benefits of 1:1 and small group conferring for students to have opportunities to reflect, question and self-monitor *SIT Leaders will:* • Monitor implementation and progress. *PLC Leaders will:* • Facilitate discussions in PLC on the importance of Stage 6 'Reflection' of the TVPS Literacy and Numeracy Instructional Model. • Ensure Learning Intentions and Success Criteria are clear in Literacy and Numeracy weekly planners • Ensure 'Stage 6' is considered in planning documentation for both Literacy and Numeracy sessions in the weekly planners.	*Classroom teachers will:* • Ensure 1:1 and small group conferring occurs in Literacy and Numeracy sessions on a weekly basis • Explicitly model metacognitive strategies e.g. think alouds, question stems, • Provide opportunities for students to formally reflect on their own learning e.g. use of self-assessment rubrics, questionaries, surveys, etc. • Ensure 'Stage 6' of the TVPS Instructional Model is documented in weekly planners and implemented daily in Literacy and Numeracy sessions. • Ensure Learning Intentions and Success Criteria are referred to at the beginning, during and at the end of each Literacy and Numeracy session and reflected upon. *Specialist teachers will:* • Ensure 'Stage 6' is included with each specialist lesson, reflecting on the Learning Intention and Success Criteria established. *ESO - Classroom based will:* • Support students 1:1 or in small groups to verbalise/record their thinking on their learning. *The community will:* • Understand the importance of metacognition

KIS 3c – Reflective Learners Outcomes	*For community:* • Parents/carers can reflect on learning with their child at a deeper level. *For leaders:* • Improved data in Literacy and Numeracy. • Improved student engagement.	*For staff:* • Improved student outcomes in Literacy and Numeracy. • Improved student engagement. *For students:* • Can articulate the content of their learning and why they are learning this content/skill.
KIS 3c – Reflective Learners Success Indicators	*Community:* • Parent Opinion Survey (POS) • Increased parent support at home with learning *School:* • Whole school teacher judgment data (Victorian Curriculum progression points) • NAPLAN • External assessment e.g. PAT • Participation rates and results in extracurricular opportunities e.g. Maths Olympiad, ASPMO Maths Games, Tournament of the Minds, G.A.T.E.W.A.Y.S, • Attitudes to School Survey (ATSS) data - improved confidence • Parent Opinion Survey (POS) - improved confidence	*Staff:* • Achievement of individual outcomes for students • Teacher judgment - Victorian Curriculum progression points with evidence of students working above the expected level and growth of all students in curriculum areas. • Essential Assessment and PAT data • Identification of students and increased results of those in TLI • Achievement of IEP goals set. *Students:* • Individual student identified goals. • Essential Assessment • Overall teacher judgment results (reporting) • Extracurricular results and participation

KIS 3c – Reflective Learners Activities and Milestones	Who?	When?	Funding?
1. Provide professional learning / readings on High Impact Teaching Strategy 'Metacognition' and reiterate the importance of the TVPS Literacy and Numeracy Instructional Model - Stage 6 'Reflection.' 2. Reiterate the benefits of 1:1 and small group conferring for students to have opportunities to reflect, question and self-monitor.	☑ Learning Specialist(s)	From: Term 1 To: Term 4	$0.00 DET funded or free items
1. Facilitate discussions in PLC on the importance of Stage 6 'Reflection' of the TVPS Literacy and Numeracy Instructional Model 2. Ensure Learning Intentions and Success Criteria are clear in Literacy and Numeracy weekly planners. 3. Ensure 'Stage 6' is considered in planning documentation for both Literacy and Numeracy sessions in the weekly planners	☑ PLC Leaders	From: Term 1 To: Term 4	$0.00
1. Ensure 1:1 and small group conferring occurs in Literacy and Numeracy sessions weekly. 2. Explicitly model metacognitive strategies e.g. think alouds, question stems, etc. 3. Provide opportunities for students to formally reflect on their own learning e.g. use of self-assessment rubrics, questionaries, surveys, etc. 4. Ensure 'Stage 6' of the TVPS Instructional Model is documented in weekly planners and implemented daily in Literacy and Numeracy sessions. 5. Ensure Learning Intentions and Success Criteria are referred to at the beginning, during and at the end of each Literacy and Numeracy session and reflected upon.	☑ Teacher(s)	From: Term 1 To: Term 4	$0.00