

Strategic Area: **VISIBLE LEARNING**

Intentions	Success Criteria	Strategies	Resources	Monitoring and Evaluation
<p>The language of Visible Learning; Intentions and Success Criteria will be evident in daily activities across all learning areas</p>	<ul style="list-style-type: none"> Teachers use and display Success Criteria and Learning Intentions when introducing a new concept or topic that will later be assessed Students and teachers are using the metalanguage of Success Criteria and Learning Intentions in their everyday conversations 	<ul style="list-style-type: none"> Regular sharing of ideas and strategies at staff and cell meetings Regular self-reflection by staff through professional review and development Ongoing observation of VL practices by peers and Admin Sharing of resources on share drive Create LI and SC for common tasks at cell meetings 	<p>Physical Resources</p> <ul style="list-style-type: none"> \$ 2 000 budget Professional Review and Development Journal Resources and charts <p>Human Resources</p> <ul style="list-style-type: none"> 2 days relief for planning and PL Leaders to provide support at point of need 	<p>Evidence of classroom planning and practice linked to Operational Plan through Classroom Observations and Professional Review</p>
<p>The language of dispositions is regularly used by students and teachers</p>	<ul style="list-style-type: none"> Thinking, Doing and Feeling Y charts are used in all classes Students and teachers are using the metalanguage of dispositions in their everyday conversations 	<ul style="list-style-type: none"> The following dispositions are explicitly taught in all classes: <ul style="list-style-type: none"> ➤ Term 2-Persevering ➤ Term 3-A risk taker ➤ Term 4-Reflective <p>Engaged, resilient, self-managing to be continued</p>	<p>Physical Resources</p> <ul style="list-style-type: none"> Disposition mascots (fluffy toys) 	<p>Y-chart clearly displayed in the classroom</p>

		<ul style="list-style-type: none"> • Y charts are created and displayed from Week 1 of each term • Dispositions to be aligned to /integrated with Health curriculum 		
Students seek and receive feedback	<ul style="list-style-type: none"> • Teachers create a safe environment conducive with giving and receiving feedback • Teachers give effective feedback that links directly to success criteria • Students seek and receive feedback from their peers 	<ul style="list-style-type: none"> • Seeking and receiving feedback is explicitly taught • Teachers provide self, task, process and self-regulatory feedback to students • Link LI and SC to feedback rubrics 	Human Resources <ul style="list-style-type: none"> • Professional development on feedback • Leaders to provide support at point of need 	Evidence of planning and practice linked to Operational Plan through Classroom Observations and Professional Review

