FOCUS 2026:

To foster **self regulated learning** through **"Learning Conversations*"**

*Learning conversations encompass dialogic teaching practices to promote self-planning, monitoring and evaluating processes

Collective responsibility

	Engaging with children and young people **STUDENTS**	Effective teaching **TEACHERS**	Strengthening support **ANCILLARY**	Empowered leadership **LEADERS**	Partnering with families and communities **Family & Communities**	Resourcing and investment Improvement and responsibility **SITE**
What does it look like for…	• Students discussing lesson content and direction, with a focus on SRL (planning, monitoring and evaluation). • Students able to articulate their learning/thinking. • Students engaging more meaningfully with classroom content.	• Teachers plan with intention to provide students with structured opportunities to engage in planning, monitoring, and evaluating. • Teachers provide feedback to students (positive reinforcement) • Teachers create a supportive environment to encourage engagement in learning conversations.	• SSOs prompt and model learning conversations that promote planning, modelling and evaluation.	• Leaders will need to facilitate opportunities for teachers and SSOs to have PD and sharing of good practice – with a focus on promote SRL (planning, monitoring and evaluation) • Monitoring implementation and impact	• Parent/Guardians engaging in learning conversations with their children (formal and informally) • Parents/Guardians utilising information and supports from site to engage in learning conversations.	• Fidelity on implementation • Development visual prompts • Higher engagement in learning and reduced behaviour across the site.
What actions do *they* need to take…	• Students need to be willing to be brave/vulnerable. • Students need to engage in conversations (active listening, sharing opinions/thinking). • Students asking questions. • Students need to be respectful in their interactions with others. • Students develop an understanding of the metacognitive prompts.	• Teachers develop an understanding of the metacognitive prompts. • Teachers need to plan for learning conversations. • Teachers need to implement, adjust, and persist with learning conversations. • Teachers need to provide structure, prompts and model.	• SSOs develop an understanding of the metacognitive prompts. • SSOs will need to prepare to model and prompt learning conversations. • SSOs will need to be mobile to look for opportunities.	• Leaders will review and respond to the emerging needs of the site • Leaders allocating time through learning areas and whole staff for PD and sharing of good practice. *-PLT* *-Whole Site PL* *-Leaders Meetings* *-LA Meetings (fixed agenda item)*	• Parents/Guardians talking to children about their day at school. • Parents/Guardians accessing child's learning (DayMap: Outlines, Timetables, Tasks) • Parent/Guardian engagement at SLCs, other community forums and with site communications.	• Learning Walk process developed to provide evidence of and impact of learning conversations. • Monitoring of impact • Resourcing *-PL opportunities* *-Time (incl. release)* • Site to provide information and education sessions for parents to support engagement.
What challenges will *they* face…	• Students are uncomfortable with failure/make mistake. • Students wanting direction. • Students not knowing where to start. • Students not having the language to share. • Students with social anxiety • Student apathy • Students having fixed mindsets	• Teachers feeling uncomfortable/under skilled to lead learning conversations. • Teachers being uncomfortable whilst students/teachers are in the 'learning pit' of implementing new pedagogies.	• SSOs not having access to PD opportunities to build skills to support and model learning conversations. • SSOs feeling a need to 'rescue' students who are struggling. • SSOs having to provide support in unfamiliar contexts	• Leaders managing Inconsistencies across learning areas and within teams • Leaders monitoring for implementation. • Leaders knowing how to identify and measure impact	• Access to learning • Knowledge and understanding to engage in conversation. • Language/Literacy barriers • Time and opportunity • Parents dispositions to learning. • Internet access • Relationship to school	• Conflicting priorities • Monitoring impact (HOW?) • Engaging with the parents/community – need to determine effective modes of engagement. • Quality assurance

Evaluate for impact

How will we know if we are having an impact? *(When?)*

Students achieving better outcomes:
- Reduction in failing grades – Ds, Es and Ns
- Reduction in "Needs Improvements' for effort.

Through Learning Walks and observation – Noticing:
- Improvements in students self-planning, self-monitoring and self-evaluation strategies
- Increased engagement in lessons, Reduction in off task behaviour
- Students able to articulate their thinking and understanding more effectively.
- Intentional "Learning Conversations" occurring in all classes.
- Students more resilient when failing or making mistakes.

Effective learners

FOCUS 2026:
To foster **student self-efficacy** through **goal-setting practices** that promote **ownership** of their learning.

Collective responsibility

	Engaging with children and young people **STUDENTS**	Effective teaching **TEACHERS**	Strengthening support **ANCILLARY**	Empowered leadership **LEADERS**	Partnering with families and communities **Family & Communities**	Resourcing and investment / Improvement and responsibility **SITE**
What does it look like for…	• Students set learning (not performance) goals using WOOPS (Wish, Outcome, Obstacles, Plan, Self-monitor). • Students identify behaviours that improve learning (decoding, feedback-seeking, task attempt). • Students clearly articulate goal, strategies and progress.	• Teachers (care) deliver the WOOPS goal-setting lesson and teach the difference between performance and learning goals. • Teachers model planning, monitoring, evaluating and reflection strategies. • Teachers embed self-reflection prompts in lessons. • Teachers know students and help to set relevant goals, check in, and support progress.	• SSOs support students to set relevant goals and unpack obstacles. • SSOs help students identify strategies, evaluate progress and adjust goals, if required. • SSOs know student goals and support them to achieve. SSOs use consistent SRL language (plan, monitor, evaluate).	• Leaders ensure staff receive training on WOOPS and SRL. • Leaders ensure PD time is used to teach, evaluate, and refine goals, and support staff to understand the purpose and importance of these processes. • Leaders monitor consistency across care classes. • Leaders model SRL and goal setting through their own leadership processes. •	• Parents receive communication when goals are set. • Parents know the student's Wish, Outcome, Obstacles and Plan and are guided on how to encourage self-monitoring at home. • Parents will discuss learning processes (not grades) during SLCs, meetings and DayMap communication. •	• The site develops consistent WOOPS templates, reflection prompts and monitoring tools for students and staff. • The site embeds WOOPS language into reporting snapshots and reports. • Whole-school practices and celebrations recognise effort, persistence, strategy use and learning behaviours, not just final achievement.
What actions do *they* need to take…	• Students use WOOPS to set goals, monitor progress, evaluate and adjust strategies. • Students share goals with teachers/parents, and later on their peers.	• Teach WOOPS explicitly; support students to set relevant goals. • Teachers regularly check-in and feedback on strategy use and resilience. • Teachers embed WOOPS questions into classroom routines ("What's your plan?", "What strategy will you try?", "How will you know you're improving?").	• SSOs support students to unpack obstacles + identify strategies. • SSOs review goals, check in, help monitoring and adjusting. • SSOs use shared SRL language (plan/monitor/evaluate).	• Leaders ensure staff training and time allocation for WOOPS. • Leaders monitor consistency and provide feedback/feed-forward. Leaders model SRL and goal-setting.	• Parents & Caregivers discuss goals and encourage reflection at home. Parents focus on learning processes, not grades.	• The site uses consistent WOOPS templates, prompts and reporting language. The site embeds goal-setting across PD, snapshots, SLCs and reports.
What challenges will *they* face…	• Difficulty self-monitoring or identifying learning goals/obstacles. • Losing motivation or confusing performance goals with learning goals. • Measuring achievement of goals. • Language barriers for goal specific vocabulary.	• Time for check-ins. • Consistency across care classes. • Confidence in metacognition instruction. • Student 'buy in'	• Limited time capacity + competing responsibilities. • Fatigue.	• Staff buy-in varies. • Need to shift practice from "setting" to "teaching" goal-setting.	• Limited capacity to support conversations. • Performance-based thinking. • Unfamiliar with WOOPS language. • Cultural and language barriers. • Lack of communication. Getting in contact with parents.	• Time to embed systems. • Onboarding new staff. • Sustaining processes. • Ensuring quality and safe guarding academic processes

Evaluate for impact

How will we know if we are having an impact? *(When?)*

Students achieving better outcomes:

- Students articulate processes & strategies, not just outcomes.
- Increased persistence, resilience, self-regulation.
- Reduction in "Needs Improvement" for effort.
- Greater use of strategies and adjustments over time.
- Embedded WOOPS across care, SLCs and reporting structures.
- Improved engagement, attendance + task completion.
- Teachers more confident facilitating metacognitive practice

Learner agency