

Developing, monitoring and reporting on personal learning goals

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Personal learning goals

Personal learning goals are the behaviours, knowledge or understandings that students identify as important to their own learning. They may relate to general work habits, specific subjects, domains of learning, or a combination of these.

What are personal learning goals and why are they important?

Personal learning goals are about improving students' learning and achievement and building students' capacity to learn.

They are about students becoming active participants in the learning process, empowering them to become independent learners, and motivating them to achieve their full potential.

Previous research into the motivation and efficiency of students has indicated that students who set their own working goals tend to achieve more than when working on goals set for them by the teacher.

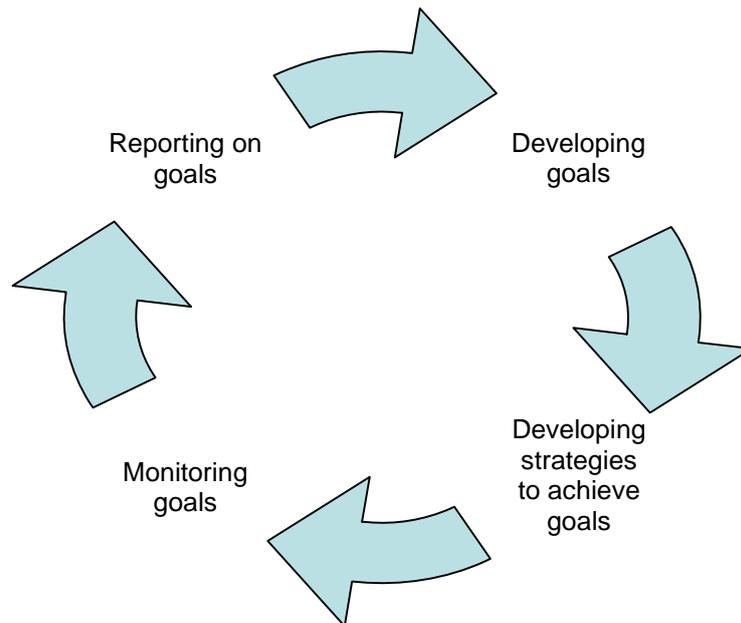
Students who set their own learning goals have more confidence to take on more challenging tasks, regardless of their ability. Their motivation to improve and master a task is improved and their self-esteem remains strong, even in the case of failure.

When students are assisted to delve into their own thinking and learning processes, they are drawn to think about the effectiveness of the strategies they used to achieve the learning goals they set. Planning what to do, monitoring progress towards achieving it and evaluating the outcome can help students take more control over their thinking and learning processes and equip them with learning to learn skills.

The stages of developing personal learning goals

The development of personal learning goals involves the stages of:

- identifying personal learning goals (and strategies to achieve them)
- monitoring progress
- reporting on progress made
- refining or developing new goals.



Developing, monitoring and reporting on personal learning goals

All stages of the cycle are important, and in practice they overlap. As the diagram above demonstrates, the process is ongoing and cyclical. The teacher's role is pivotal throughout the process, not just at the development and reporting stages.

Schools will decide the best way to manage the development, monitoring and reporting of student personal learning goals. This will vary and depend how the school is organised. As with most initiatives, developing, monitoring and reporting on learning goals will generally work best when the process is clear and common across the school.

The process of developing, monitoring and reporting on a student's personal learning goals involves conversations about learning between the student and the teacher. Planning for such conversations to occur in a productive and purposeful manner is at the core of this process. These conversations should be carried out in a spirit of openness and cooperation and should allow for student diversity.

Conversations about learning encourage students to think about:

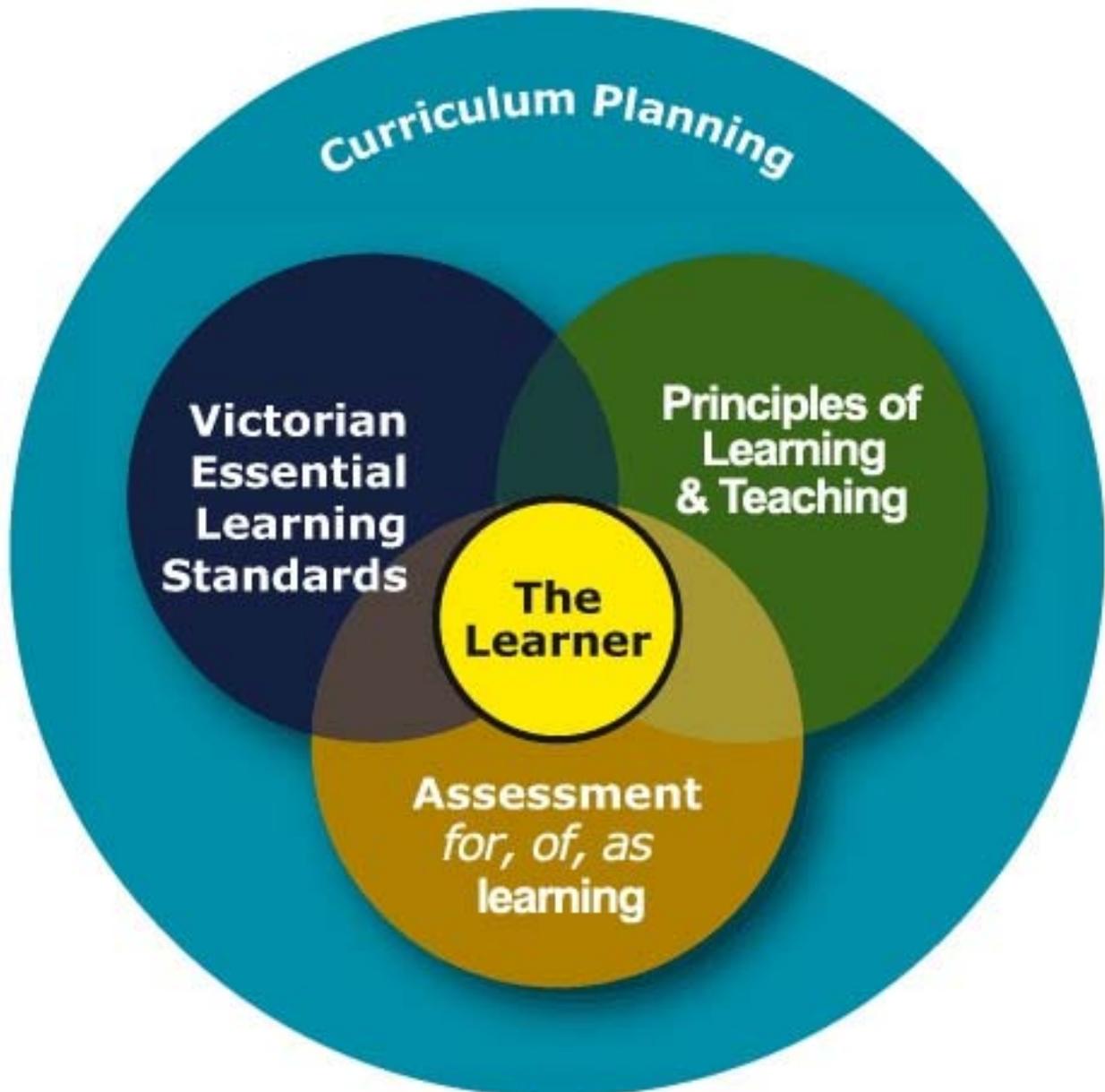
- their own learning and thinking processes and challenge them to articulate the way they have gone about learning
- what their next steps might be
- how they are going to proceed with those next steps
- how they are going to know they have achieved success
- whether or not the method of learning was effective
- what they need more help to understand
- how they might achieve better understanding.

Before working with students to develop their personal learning goals, it is important for teachers to work together to discuss and define what learning goals are, and then consider examples of appropriate learning goals, and goals that are inappropriate (e.g. too grand, too small, too vague, too many, too hard).

Developing a common understanding of learning goals gives staff a common language to use in the classroom. Setting goals, taking personal responsibility for learning, and self-evaluation can then become part of normal classroom discussion.

Personal learning goals and student learning

Personal learning goals are embedded in the Victorian Essential Learning Standards (VELS), pedagogy, assessment, reporting and a key consideration for curriculum planning.



Personal learning goals at the centre of student learning. The following information is designed to help teachers with relating personal learning goals to student learning.

Personal learning goals and the Victorian Essential Learning Standards

Personal learning goals are an integral component of the Victorian Essential Learning Standards (VELS). Underpinning the VELS is the notion that students need to develop three broad capacities:

- the capacity to manage themselves as individuals and in relation to others
- the capacity to understand the world in which they live
- the capacity to act effectively in that world.

The process of developing, monitoring and reporting on personal learning goals is integral to all domains and helps students achieve standards across the domains, but in particular there is a close connection between this process and the personal learning domain. This domain is about supporting the development of autonomous learners with a positive sense of themselves as learners who can 'increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals' (Victorian Essential Learning Standards 2005).

For more information see:

[Victorian Essential Learning Standards \(VELS\)](http://vels.vcaa.vic.edu.au) (<http://vels.vcaa.vic.edu.au>) for P-10 Curriculum and Standards, assessment and reporting information and support materials for teachers.

Personal learning goals and the Principles of Learning and Teaching P-12 (PoLT)

Personal learning goals are also interwoven into the Principles of Learning and Teaching P-12 (PoLT).

The Principles of Learning and Teaching P-12 (PoLT) describe that students learn best when:

1. the learning environment is supportive and productive
2. the learning environment promotes independence, interdependence and self-motivation
3. students' needs, backgrounds, perspectives and interests are reflected in the learning program
4. students are challenged and supported to develop deep levels of thinking and application
5. assessment practices are an integral part of teaching and learning
6. learning connects strongly with communities and practice beyond the classroom.

The setting of personal learning goals relates particularly to Principles Two and Five.

Principle Two focuses on creating a learning environment which promotes independence, interdependence and self-motivation. Teachers encourage and support students to take responsibility for their learning and structure learning experiences to enable students to make choices and take responsibility for their learning.

Principle Five focuses on assessment as an integral part of learning and teaching, the active involvement of students in the assessment process, and the promotion of reflection and self-assessment.

For more information see: [Principles of Learning and Teaching](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) (<http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm>) for detailed information on the six principles of learning and teaching and includes case studies, FAQ's, data collection tools and contact details.

Personal learning goals and assessment as learning

The Department's Assessment Advice focuses on three main purposes for assessment:

- assessment **for** learning – occurs when teachers use inferences about student progress to inform their teaching
- assessment **as** learning – occurs when students reflect on and monitor their progress to inform their future learning goals
- assessment **of** learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

There is a particularly strong relationship between assessment as learning and the development and monitoring of personal learning goals. In assessment as learning, students monitor their learning and use feedback from this monitoring to make adaptations and adjustments to what they understand.

Assessment as learning is regularly occurring, formal or informal (e.g. peer feedback, formal self-assessment), and helps students take responsibility for their own past and future learning. It involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.

(Assessment Professional Learning Modules, Module Four).

Paul Weeden and colleagues describe the process of self-assessment as one that directly supports students' capacity to:

- reflect on past experience
- remember and understand what took place
- gain a clearer idea of what has been learned and achieved
- share responsibility for the organisation of their work
- keep records of activities undertaken
- make sound decisions about future actions and targets.

(Weeden, P., Winter, J & Broadfoot, P. 2002, p. 73)

Assessment as learning has been shown to play an important role in improving student learning outcomes – partly because students are actively engaged in the process, but also because the process develops the skills that underpin the effective development, monitoring and reporting on personal learning goals.

For more information see:

[Assessment Advice](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice/default.htm)

(<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice/default.htm>) for information on the principles of assessment, reporting, presentations and workshops.

[Assessment Professional Learning Modules](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/profllearning/default.htm)

(<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/profllearning/default.htm>) for a summary of the five key modules, their outcomes and links to self-assessment tools.

Personal learning goals and student report cards

Personal learning goals are an integral component of student report cards. Full details about the report cards and sample report cards, which can be downloaded, are available on the Department's Student Reports website. See:

[Student Reports - Sample Report Cards](http://www.education.vic.gov.au/studentlearning/studentreports/samples/default.htm#1)

(<http://www.education.vic.gov.au/studentlearning/studentreports/samples/default.htm#1>) for sample primary and secondary report cards.

Secondary school report card

The secondary school report card template includes a personal learning goals page. The following sections need to be completed each semester:

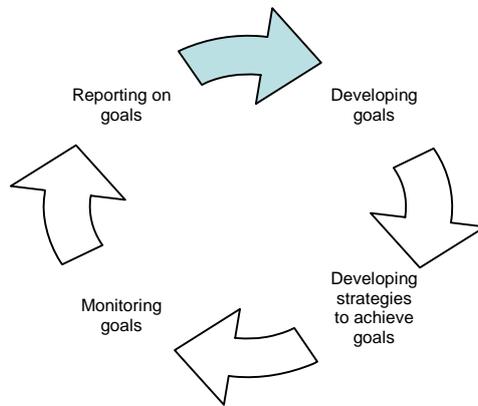
- My Learning Goals
- Student Comment
- Teacher Comment
- My Future Learning Goals.

Primary school report card

The primary school report card template does not include a personal learning goals page but schools can choose to include one if they wish. However, the template features a section for students to comment on their progress over the semester.

Supporting Students

Developing personal learning goals



Developing personal learning goals

Students need to understand that the process of setting learning goals is a key part of their learning. Learning goals can help students close the gap between what they have achieved and what they want to achieve. Effective personal learning goals:

- are personally important to the student
- can be attained through the student's own actions
- have a reasonable chance of being achieved in a set time frame (e.g. a semester)
- include a specific plan of action
- answer the student's questions:
 - What do I want to be able to do?
 - How will I succeed in this goal?
 - What do I need to learn?
 - Why will this help my learning?
 - What actions should I take to help achieve this goal?
 - How will my behaviour be different in the future?

It is important that students develop a sense of personal ownership of their learning goals. A combination of discussion, sharing, and writing can help students develop a sense of commitment and a range of goal development skills and strategies.

For more information see: [Examples of learning goals linked to a range of domains of the Victorian Essential Learning Standards \(levels 1-6\)](#) in the **Pro formas and other sample material** section following.

Support activities

Ways of supporting students to develop personal learning goals include:

- Guiding students about the kinds of goals to set and the importance of choosing a limited number of goals related to their own learning needs.
- Supporting students to reflect on themselves as learners, and become more aware of their strengths and weaknesses. Teachers may use a number of self-assessment strategies and tools to help students reflect on what they have learnt and where they want to go next.
- Providing students with a set of statements to focus on their goals, such as:
 - ‘My strengths are...’
 - ‘I feel frustrated when...’
 - ‘I need help with...’
 - ‘I need to find out more about...’
- Writing down goals as declarations of intent, not simply a wish list. ‘I will be persistent and focused on my maths tasks’ is stronger than ‘I want to be persistent and focused on my maths tasks’.
- Elaborating on what goals are and which ones are ‘SMART’. For example, all staff in one school adopted the acronym SMART in an attempt to provide a common schema for students to determine the goals they wish to attain. Although there are many interpretations of the acronym, this school asked students to evaluate their goals in terms of whether they were:
 - **S**pecific
 - **M**eaningful
 - **A**ction-based
 - **R**ealistic
 - **T**ime-based.
- In the early stages, providing students with examples of personal learning goals from which to select, as this can facilitate the process of goal setting and allow students to see how learning goals can be defined. For example, ‘I will ask the right kind of questions that might help me understand better’ is more specific than ‘I will ask questions’. Students might use the examples of learning goals provided and work

individually or in groups to define learning goals that are clear, specific and can be achieved within the specified time, such as a semester.

- Setting up processes where students comment on each others' personal learning goals. Pair or small group discussions or student presentations may encourage students to talk about and share their learning goals with others. This will also help students learn from others how to express goals, and lead to strategies to achieve them.
- Discussing with students:
 - achievements and challenges from the previous semester
 - their strengths and areas for improvement, both in and out of class
 - their goals for the short and long-term.

In leading the discussion, teachers can reinforce the need to:

- set achievable and worthwhile goals
 - develop a plan of action for achieving their goals
 - plan for monitoring and reflecting regularly on their goals.
-
- Encouraging students to discuss and present their goals as a publication or presentation which includes:
 - a review of last semester's goals – achievements, challenges and a short explanation for each
 - learning goals for this semester – rationale for the goal and length of time for achieving the goal
 - an action plan for achieving each goal – actions, possible challenges and how they might be overcome
 - an action plan for monitoring goals – with whom will the student discuss their progress, as well as when and how
 - reflection process – when and how.

The publication or presentation can be developed using a variety of software applications and students can use this task, for example, as the first piece in their writing folio. A rubric can be designed by the class to assess the quality of both the development and the writing.

- Using graphic organisers such as a KWHL table (What do I know? What do I want to find out? How will I find out? What have I learnt or still want to learn?). This strategy encourages students to:
 - actively engage in the process of developing their goals (What do I know? What do I want to find out?)
 - plan for ways to achieve their goals (How will I find out?)
 - assess what they have done to achieve their goals (What have I learnt or still want to learn?).

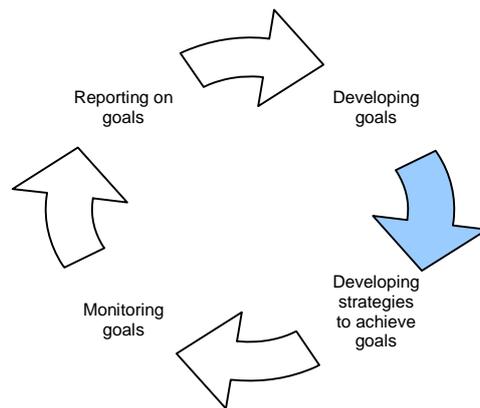
What do I know ?	What do I want to know?	How will I learn it?	What have I learnt ?

- Incorporating planning for student personal learning goals within the context of existing programs used at school, such as Habits of Mind and You Can Do It.

For more information, see:

- [Self-assessment strategies and tools](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity4_4A.pdf) document from the Assessment Professional Learning modules (PDF - 99 Kb)
(www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity4_4A.pdf)
- [Graphic organisers and other assessment tools](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm) available on the student learning website
(http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm)
- [Habits of Mind](http://www.habits-of-mind.net) website (www.habits-of-mind.net)
- [You Can Do It](http://www.youcandoit.com.au) website (www.youcandoit.com.au).

Strategies to achieve personal learning goals



Developing strategies to achieve personal learning goals

Strategies to achieve personal learning goals should be considered while students develop their goals and throughout the monitoring process. To plan and work on these strategies, students need help to develop clear and simple strategies and draw on a range of approaches. The strategies should reflect and build on students' learning styles, their capacity for independent learning, their personal characteristics and the specific learning goals they set.

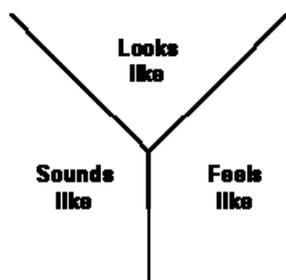
Support activities

Some ways of supporting students to identify and build strategies include:

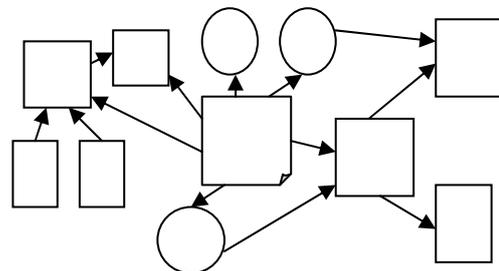
- Discussing 'SMART' (Specific, Meaningful, Action-based, Realistic and Time-based) learning goals with students, revealing aspects of the development process students may not be aware of. Apart from learning goals being specific and meaningful, students become aware that these goals can be achieved through their own actions (action-based) and within a timeframe (time-based). Developing personal learning goals through this process helps students focus on planning how to achieve their goals within a certain timeframe. The following questions may be helpful:
 - What am I going to achieve?
 - How am I going to achieve it?
 - By when will I achieve this?
- Breaking up personal learning goals into smaller achievable parts. This process:
 - provides students with a sense of step-by-step progress to achieve part of their personal learning goals
 - helps students to employ time management skills
 - makes monitoring more targeted and focused.

For example, if the goal is ‘I will ask the right kind of questions that might help me understand better’, students may identify what questions to ask, (such as closed or open questions and clarification questions) and may also examine the appropriateness and timing of the questions. In planning for monitoring their progress, students may list questions such as ‘Can I picture what I am hearing or reading? Do I understand this? What question am I going to ask?’ Students may plan to ask different types of questions in their classes and may keep a short record in a diary form of how their learning improved by asking questions. This record can be used as evidence for monitoring and reporting on their goals.

- Asking metacognitive questions aimed at raising the student’s awareness of what needs to be done and what options and choices are available to do it, such as:
 - What exactly do I need to do?
 - Why am I doing this?
 - What do I know about this already?
 - What choices and options do I have?
 - How will I be assessed?
 - What strategies could I use?
 - How will I know if I am successful?
 - What will I check my success against?
- Providing students with the opportunity to visualise how it will be when they have achieved their personal learning goals. Visualisation enables students to describe what it would be like to have reached their learning goal and the process they can follow to get there. Students may use individual thinking time, drawing, discussions with their teacher, class discussions, as well as use of a range of tools such as flowcharts, mind maps or graphic organisers.



Y Chart



web

- Questions are a powerful way to help students visualise their goals and the process of getting there:
 - What do I see myself knowing or doing?
 - How do I see myself behaving?
 - How do I see myself getting there?

For more information, see [Graphic Organisers](http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm) available on the student learning website (<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/tools/graphicorganisers.htm>).

Monitoring personal learning goals



Monitoring personal learning goals

Monitoring requires reflection. Reflection leads to conclusions about the extent of success or improvement, and allows for explanations for lack of improvement. It also provides a basis for establishing future goals and a sense of achievement.

When teachers help students reflect on and monitor their progress towards achieving their learning goals, they are asking students to think about their learning.

Students also need to build an informed and insightful understanding of their own behaviour and learning.

Students need a straightforward way to regularly review and record their progress throughout the semester, and they need to develop strategies to easily identify what counts as evidence of progress towards a goal. Evidence needs to be both specific and manageable.

Support activities

Some ways of supporting students to reflect and monitor their goals include:

- Students using portfolios, learning logs, learning journals and other simple devices to reflect on their recent work and how they have progressed towards achieving their personal learning goals. Students may reflect on their learning at either set times each week or at times suitable to them. There may be regular prompts to respond to, such as:
 - This week I have learned...
 - I am now able to do...
 - For next week I am focusing on...
 - I will know I am getting better when...
- Using a spontaneous '60-second Think' in the classroom at any time. Teachers just ask students to stop and have a '60-second Think' about how their learning is going right now and how they are progressing towards achieving their personal learning goals. It is important that teachers time the 60 seconds to allow quiet thinking time.
- Deciding on rubrics or sets of easily understood criteria that describe qualities of successful achievement and show progress towards achieving their personal learning goals. These rubrics or criteria can:
 - help students picture the type of knowledge, skill and behaviour they need to have developed
 - help them to identify evidence
 - keep track of their progress towards achieving their goals.
- Providing regular opportunities for students to comment on their personal learning goals, so it is clear that the process is ongoing, not one-off or something that can be left until the end of the semester. Teachers can also extend the monitoring process to include input or evidence from the student's class teachers, peers or family.
- Most secondary school students use a school planner or study planner to record important dates, times and information. Students could use their planner to record relevant information about their learning as evidence of progress. Some of these planners also include advice on study skills and habits to give students strategies and language for identifying and reflecting on learning goals. They may also offer suggestions for planning and improvement.

- Using proformas as a way to keep students focused on their big picture learning goals and to have them track their progress over time. For example, teachers create a proforma including the headings of 'Learning Goals' and 'Week' (columns for each week in a term) with space for brief comments on progress.

Learning goal	Week	Comments on progress

- Alternatively, students can create a chart with three columns headed:

My learning goals	Strategies I use	I demonstrated that I achieved this when I...

- Asking metacognitive questions such as:
 - What steps will I take to do this?
 - Which strategy will I try first?
 - Is this the best strategy to use now?
 - What will I do next?
 - Are there strategies I haven't used yet?
 - Am I concentrating on the right part?
 - What can I do to improve my work?

For more information, see the following Pro formas and other sample materials in this document:

- [Goal Setting Action Plan Form Term One](#)
- [Student Learning And Improvement Reflection Form](#)
- [Personal Learning Goals Pro Forma One](#)
- [Personal Learning Goals Pro Forma Two](#)
- [Student Success Plan and Portfolio Examples](#)

Reporting on personal learning goals



Reporting on personal learning goals

When students report on their progress towards achieving their personal learning goals, they need to create a summary statement of their learning and the degree to which they achieved their goals. To report on their personal learning goals, students use:

- evidence collected throughout the monitoring process
- reflections on their learning
- feedback received from peers, parents and teachers or other relevant people.

Student comments on the report card are the culmination of the monitoring process – a summation and final evaluation of progress made towards achieving the goals set at the beginning of the semester.

An example of a student’s personal learning goals is included in a [sample report card](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/secondarytmp-2.pdf) (PDF – 125Kb) on the Departments site (<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/secondarytmp-2.pdf>).

Teachers need to allow time for students to reflect on their progress and prepare their report. It is important that this becomes an exercise that helps students to think about:

- what they have achieved
- their learning process
- their strengths in the learning process
- areas for improvement and the next steps to take in their learning.

Although reporting on their learning goals takes place towards the end of the semester and can be seen as the end point of a process, it can also be regarded as the beginning of the next cycle of developing, monitoring and reporting on personal learning goals for the following semester.

Support activities

Suggestions for helping students to write their sections of the report include:

- Providing guiding questions such as:
 - How well have I gone in achieving my goals?
 - Has this approach worked for me?
 - Have I been successful?
 - What do I need to improve on?
- Guiding students to assess the effectiveness (or strengths) and weaknesses of some examples of student comment.
- Providing steps or checklists to consider such as:
 - Make comments for each of your goals
 - Explain what you have achieved by focusing on positives
 - Acknowledge areas for improvement
 - Start sentences with: 'I have..., I managed to..., I still need to...'
- Providing prompts such as:
 - Good news: I really did well on...
 - Bad news: I think I have to try more at these... because...
 - Good news: Some ways I can improve are...

The Process

Organising the process

How each school organises the developing, monitoring and reporting of students' personal learning goals and comments will vary from school to school.

Students should be able to record their learning goals in various formats (eg: Word, plain text, handwritten), depending on what processes are practical at their school. These processes should be secure and ensure the privacy of the individual student in communicating their personal learning goals to the teacher/s.

In a primary school, it may be most appropriate for the process to be organised by each class teacher, as part of the class routine.

In a secondary school, the process may be organised by subjects or domains (e.g. it could be a focus of an English program), by pastoral groups or home-groups, or by year levels.

Templates

Students can complete templates using appropriate software or a database to simplify this process. One model is to use inerasable templates into which students type their comments.

Drop Boxes

Some schools offer a secure 'drop box' online where students can store a copy on the school's computer server of their personal learning goals which they have typed into a Word document. Documents in the drop box can only be accessed by the teacher.

The student can add to and edit their original copy during the semester and post to the drop box for safe keeping. Towards the end of the semester, the teacher can return the final edited document to each student so that they can add their evaluation of how they have progressed towards meeting the learning goals they set and to write their future learning goals.

The teacher can then cut and paste the student's goals and comments from their Word document, as well their own comment, into the report at the end of the semester.

Timeline

Start of Semester One

Students set personal learning goals at the start of Semester One. These learning goals can be generic or subject specific. It is up to the school to determine the focus of these goals in the context of its program. In subsequent reports, students can alter, adapt and add to their current goals in this section.

End of Semester One – start of Semester Two

For the written report at the end of Semester One, the teacher and the students comment on how well they are achieving the set goals. The section My Future Learning Goals is completed to facilitate goal setting for Semester Two. The future learning goals may be similar or additional to the previous ones or completely different.

End of Semester Two

At the end of Semester Two, students and the teacher comment on their progress towards these goals. The section My Future Learning Goals is completed to facilitate goal setting for Semester One in the following year.

During both semesters

During both semesters, students monitor their progress towards achieving their goals. Students can continue to monitor their goals on an ongoing basis, in their own time, independent from structured sessions at school.

For more information, see [My Future Learning Goals Sample Secondary Report Template](http://www.eduweb.vic.gov.au/edulibrary/public/stratman/data/reports/student/secondaryreportsample.pdf) (PDF - 105Kb) on the Departments website (www.eduweb.vic.gov.au/edulibrary/public/stratman/data/reports/student/secondaryreportsample.pdf).

Models for implementation in secondary schools

There are a number of ways in which schools can incorporate the development of personal learning goals into the curriculum. Each of these has advantages and disadvantages which will differ for every school. Following are some examples of how students' personal learning goals can be developed in schools.

In a subject area

In this model, students develop personal learning goals as part of their learning in a specific subject area. The Personal Learning domain is a good focus area for teaching, learning, assessment and reporting within the subject.

Advantage

The advantage of this approach is that the process of developing, monitoring and reporting on learning goals can be contained within a specific subject area with one teacher involved in the process. The approach does not require additional organisational arrangements within the school.

Disadvantage

The inherent disadvantage is that because only one teacher is involved in the process. Learning goals could be more subject specific and could remain subject specific, learning goals may not be seen as part of students' holistic learning and are not integrated nor acknowledged in the curriculum planning and school organisational structures.

Home-group or pastoral care

In this model, the home-group or pastoral care teacher is responsible for leading, supporting and working with the students in their home-group to develop, monitor and reflect on their personal learning goals.

Time is set aside on a regular basis in home-group or pastoral care (or other specified) times for students to discuss, write and reflect on the development and achievement of their learning goals.

The home-group teacher individually interviews students during the first couple of weeks of Terms One and Three when students are developing their goals, and then supports students in the process of monitoring and reporting on their progress during the remainder of the semester. Ideally, the home-group or pastoral care teacher teaches the students in at least one of their classes.

Advantage

The advantage of this approach is that the process can be contained within specific home-group sessions or extend into further sessions as necessary and one teacher can oversee the process.

Disadvantage

The teacher may not teach the students in any subject area and may not have enough time with the students, particularly when home-group sessions also need to cover other issues. The goals may also tend to be very general and may lack integration with the students' learning process.

Specific programs

Secondary schools may run programs such as You Can Do It or Keys To Life. The development, monitoring and reflection on personal learning goals can be integrated into these existing programs.

Advantage

The main advantage of this approach is that the process of developing, monitoring and reporting on learning goals can be absorbed into an existing process requiring minimal organisational arrangements.

Disadvantage

Care should be taken so that the learning goals are aligned to the specific needs of the student within the context of the Victorian Essential Learning Standards and contribute towards the students' attainment of the standards.

For more information, see:

[You Can Do It](http://www.youcandoit.com.au) (external link) website (www.youcandoit.com.au)

Mentor groups

In this model, students are divided into mentor groups. Each teacher (whether a home-group teacher or not) is the mentor for a group of about eight to 15 students. The teachers involved in this process work with students to achieve, monitor and reflect on their learning goals during the semester.

During the first days of each semester, some time (e.g. a half day) is spent with students to develop their personal learning goals. During the semester mentors then meet with their group either individually or as a group to discuss progress, issues and challenges. A scheduled block of time is then set towards the end of the semester for final reporting.

Advantage

The advantage of this approach is that teachers have a small group of students with which to work, can get to know them well and develop a good rapport. Similarly, students can identify with a small group of other students and share in the process of developing and achieving their learning goals.

Disadvantage

Care should be taken so that the meetings of the groups are well organised and focus on the process. Mentors need to be well versed in the process and share experiences and ideas with other mentors in order to help students with a broad range of strategies to develop and achieve their personal learning goals.

Case Studies

Maryborough Education Centre – Years 9–12 campus

School Profile

The Year 9–12 Campus of Maryborough Education Centre developed a well articulated process, timeline and a number of tools that help students to develop, monitor and report on student personal learning goals through a process that utilises a Share Point website.

This website incorporates questions to get students thinking about their learning goals. Their responses to the questions can be used by staff to help students refine and articulate their goals and comments. Student input is regularly exported to a spreadsheet and distributed via email to assigned staff to check and monitor what students have recorded online. At the end of the semester, this information is exported into the reporting software.

To further develop the process, the school also introduced a teacher-student mentoring system where each staff member in the school is assigned a maximum of six students.

Beginning of semester

Process 1 – Staff become familiar with the aspects of learning that students feel are important to them.

- Maryborough Education Centre uses a teacher-student mentoring system where each staff member is assigned a maximum of six students. This builds strong relationships in the school.

Process 2 – Students review the personal learning goals identified last semester.

- Learning goals can be generic or subject specific. Maryborough Education Centre base learning goals on the Habits of Mind (www.habitsofmind.org) as they provide for better quality statements and realistic goals. In subsequent reports, students can alter, adapt and add to their current goals.
- With this task, they try to have the students acknowledge that everyone has different talents and aspirations. Students reread the goals they set in the previous semester and comment on how well they progressed to achieve them:
 - Did you achieve your goals? Why or why not?
 - What evidence exists that you achieved your goals?
 - Why did you choose those goals on which to focus?
 - What are the areas of importance for you?
 - Describe your best subject at school? What are you most proud of in these classes? What is your best achievement last semester?
 - Tell me about your worst class? Why is it difficult? If you were the best student in this class what would you be doing?
 - Rewrite or add new goals based on your responses.
- Teachers work with students to ensure they have strategies that will enable them to achieve their learning goals.

- Some questions used include:
 - Put your goals in order of priority.
 - Which goal do you feel is most important to your learning? Why?
 - How do you feel that you can achieve the goal?
 - What evidence will show that the goal has been achieved?
 - How will you present the evidence?
 - When will you have the evidence? Make a time and a date for the next meeting.

During the semester

Process 1 – Ongoing monitoring and evidence collection of student progress in meeting learning goals will assist students to reflect on their progress and adjust strategies to achieve their goals.

- This might take the form of :
 - The Sticker System – students make use of a Diary Sheet which includes learning goals.
 - Meetings – look at the Habits of Mind cards and list occasions when the student has adopted these behaviours.
 - Portfolio of Evidence – students regularly complete a portfolio sheet documenting evidence.
 - Refine Learning Goals – use a graphical tool to set long-term and short-term goals.
 - Assessment by presentation – teacher teams in groups of three act as an assessment panel for the students they are mentoring.

End of semester

Process 1 – Mentors are responsible for completing the reporting requirements and entering the comments into the reporting software.

- It is the responsibility of mentor teachers to assist and support their students to reflect and comment on their achievement of learning goals and to consider their future learning goals for next semester.

Process 2 – Students reflect on their progress towards meeting their learning goals and write the Student Comment section of their report.

- This is a self-evaluation of the students' progress so far and they are given the following directions.
- Your comment should include at least two sentences with no spelling or grammatical errors.
- A comment is made on each of the previously identified learning goals.
- Focus on the positives, achievements and proudest moments as well as acknowledge the areas for improvement.

- Sentences should explain what you have achieved or not achieved this semester and could begin with:
 - I have...
 - I still need to...
 - I didn't... (continued overleaf)
 - I am proud of...
 - I managed to...
 - I made an effort to...
 - I attempted to...

Process 3 – Staff mentors comment on the progress of their students for the Teacher Comment section of the report.

- This is the teacher's evaluation of a student's progress so far. It is suggested that:
 - there is a comment on each of the learning goals previously identified
 - there is a focus on the positives, achievements and proudest moments as well as acknowledging the areas for improvement when assisting students with this task
 - comments could also focus on the student's success in meeting goals and the evidence presented to the mentor.

Process 4 – Students complete the My Future Learning Goals for their report.

- Setting future learning goals involves identifying areas for improvement after considering and commenting on the goals students set earlier in the semester. They may involve restating previous learning goals but will often involve thinking about alternative strategies to achieve these goals.
- A learning goal statement would most likely:
 - be phrased in the form of an action statement such as "I will..."
 - can restate a previous goal, such as "I need to continue..."
 - contain an explanation or strategy of how the student will achieve that goal
 - be grammatically correct with no spelling mistakes
 - deal with the top three learning issues students might have had during their time at school.

For more information, see:

[Maryborough Education Centre](http://www.maryborougheducationcentre.vic.edu.au) website (www.maryborougheducationcentre.vic.edu.au)

Flora Hill Secondary College, Years 7 – 10

School Profile

Flora Hill Secondary College is a Years 7–10 college in Bendigo with approximately 1000 students and 70 staff. The school implemented the student report cards from the first semester in 2006.

The college adopted the development of personal learning goals by using its existing organisational structures to integrate the new process. As such, the process of developing, monitoring and reporting on personal learning goals is facilitated by the school organisation. It is not an ‘add on’ to the school’s program, but an integral part of the school’s approach to curriculum provision.

The school set up Form Groups with an average of 25 students with one teacher as mentor. Each Form Group meets with their teacher for 15 minutes everyday. Additionally, the Form Group has a double period (86 minutes) every week for a ‘Community’ lesson, which is based on the Interpersonal Development, Personal Learning, and Civics and Citizenship domains.

Beginning of semester

Use previous goals and other data to set new learning goals.

- Within the context of Form Groups and Community lessons, students consider their reports from the previous year as well as other data available such as ‘absences’ and ‘work submission rates’ and set out to develop their learning goals for the semester.

Discuss the learning goals and action plan for achieving them with Form Group Mentor.

- Students discuss their learning goals and action plan with the Form Group Mentors. This becomes a focus of Community lessons. The student can also discuss this with the teacher during the daily home-group meeting.
- How each Form Group Mentor organises their group to develop their learning goals is flexible. A common message all Form Group Mentors pass on to students is that there is no value in setting learning goals unless students have the strategies to achieve them.

Students write up their learning goals for the semester.

- Students fill in their Personal Learning Goals sheet which contains sections as set out on the student report card:
 - My Learning Goals
 - Student Comment
 - Teacher Comment
 - My Future Learning Goals
 - Attendance
 - Teacher’s name.

- Some students will hand-write a draft of their personal learning goals while others type them. When they have a final copy, they email the goals to the Form Group Mentor.

Teachers enter the student learning goals into reporting software.

- The Form Group Mentor enters the goals into the Assessment Writer for each student using the final copy emailed to them.

During the semester

Students and teachers keep a copy of learning goals and reflect on their progress during Community lessons.

- Students as well as teachers keep a copy of the learning goals, which they revisit regularly throughout the semester during time set aside in the Form Groups' Community lessons. During the monitoring process, students are encouraged to reflect on how they are going and discuss their progress towards achieving them with the Form Group Mentor.

Student-led conferences are held at the end of Term Three to review student progress with their parents.

- Students report on their personal learning goals in student led conferences by Week 10 of Term Three. Students report to parents and teachers on how they have been 'travelling' in achieving their personal learning goals.
- The school has a system where parents are provided with detailed information on attendance, Learning Assessment and Work Submission rates, and Learning Culture (detentions, being 'Ready to Learn' etc.) An interim report on progress is also provided.

End of semester

Students reflect on their progress and complete the required sections of the report.

- By week six or seven of Term Four, students complete the next two student sections 'Student Comment' and 'Future Goals' on the paper copy. This is again facilitated in the Form Groups during the Community lessons where students are given time to fill in the student sections of the form. Students make a final electronic copy and email it to the Form Group Mentor.

The Form Group Mentor completes the personal learning goals page.

- The Form Group Mentor transfers the completed comments to the reporting software. Form Group Mentors usually use online processes to carry out these tasks. The Form Group Mentor also writes their comments for the report and enters them into the reporting software.

For more information, see the [Flora Hill Secondary College](http://www.florahill.vic.edu.au) website (www.florahill.vic.edu.au)

Eumemmerring College – Fountain Gate Campus

School profile

The Fountain Gate Campus is one of three year 7 – 10 campuses of Eumemmerring College. There are about 800 students at the campus. The Innovations and Excellence project, part of the college's membership of the Fountain Gate Cluster, aimed to increase the awareness and use of social competencies amongst students in the Cluster and students at Fountain Gate Campus worked together to develop goals and values for their campus using quality learning tools.

The development of student portfolios and personal learning goals is seen as a continuation of the work already underway. The aims of the Student Success Plan Project are to:

- improve student learning
- improve student engagement
- incorporate the Victorian Essential Learning Standards in relation to the domain of Personal Learning
- establish a student goal-setting process which could be utilised in the student report cards.

2006 was the first year of the Student Success Planning Project. Its timeline and processes continue to be reviewed and refined. Students work with their home-group teacher to develop, monitor and reflect on their personal learning goals and portfolios.

Beginning of Semester One

Early in Term One, a Student Success Planning Day was held. Students were asked to attend with their parents.

- Students attended school with their parents for a 20 minute interview time with their home-group teacher and a supporting teacher from each class.

Home-group teachers completed a Student Success Plan with students, with input from parents where appropriate.

- The Student Success Plans were then stored in filing cabinets in main staffroom.
- Students begin developing their portfolios at the start of the year.
- Students started portfolios during the start-up program early in Term One. During this program, students completed activities on:
 - 'this is me' – identifying strengths and challenges
 - goal setting
 - study skills
 - personal health and well being
 - anti-bullying and harassment
 - values
 - school involvement.
- All pro formas from this program are placed in a folder with Student Success Plans and portfolio examples. The folders are stored in filing

cabinets in the staffroom.

See the [Student Success Plans and Portfolio Examples](#) in this document.

During the semester

During the semester, student development sessions are held to monitor and review progress.

- Home-groups are given time for Student Development Sessions so that they can reflect on and update their progress on goals and review goals for the semester. This time is also used for students to work on portfolios – adding, evaluating and reflecting on their ‘personal best’ pieces of work.

For more information, see the [Procedures for Student Development Sessions](#).

End of Semester One and beginning of Semester Two

At the end of the semester students reflect on their achievements and review goals for next semester.

- Using a number of pro formas to assist in the process, students review the goals they set for Semester One and adapt or set new goals for Semester Two
- Students complete the pro formas and work on their portfolios, based on the portfolio development process.
- Whilst students are completing the tasks during the student development sessions, each individual student has a brief interview with teacher about their progress achieving their Student Success Plan.
- Teachers use the Progress Report Data to ensure that students are being realistic about their goal achievement or otherwise.
- In cases where there was no Student Success Plan completed in Term One, one is created for the student during their interview.
- At end of the second lesson, the student portfolios containing completed pro formas and a copy of Student Success Plans (students keep the original) are again stored in the appropriate file in filing cabinet drawer in staff room.

Semester Two – Term Four

A final session is held early in Term Four to focus students on what they need to achieve in the last weeks of the year to meet their goals.

- This session uses a similar format to the student development sessions earlier in the year to enable students to reflect on their progress towards achieving their goals and to write their student comment for the end of year report.

For more information, see [Eumemmerring College](#) website (www.eumsc.vic.edu.au)

Glen Katherine Primary School

School profile

Glen Katherine Primary School has a long history of actively encouraging student participation in assessment and reporting. Students and teachers are familiar with setting learning goals, planning for learning improvement and reflecting on learning. The school has established a commitment, across the whole school and the inter-school network, to improve assessment and reporting. The collaboration and planning arising from this commitment provided a strong basis from which to develop student comments for the student report cards.

Key strategies

The school identified the following strategies as particularly effective in the implementation of student goal setting.

Beginning of semester

Leadership Group discusses the issues around organising the students with staff and with students.

- Establish a staff group with responsibility to research, draft and present ideas for implementing student learning goals.
- Establish agreed sets of expectations for student learning outcomes.

Begin the process of thinking and developing learning goals with students.

- Make lists of appropriate and inappropriate ways of expressing learning goals.
- Use previous student reports to establish likely goals for individual students.
- Conduct ongoing conversations with students early in the learning period to establish learning goals that are relevant to the standards.

In each class, teachers work with their students to write their learning goals in ways that are appropriate for their stage of schooling.

- Students brainstorm possible strategies and think about what it will look like when they have achieved their goal. Support them and model effective language to describe each aspect of the learning goal.
- Ensure that students are focussed on an agreed number of goals. Two or three goals are sufficient for students to articulate and monitor.
- Develop a simple format for students to record their goals. Aim for a common format, but be prepared to modify and refine it in collaboration with other staff.
- Devote time to:
 - establishing the goals for individual students
 - designing ways in which they can monitor their progress
 - maintaining a check on progress.

Formats for goal setting and reflection

- The goal setting pro formas have evolved over several years and have been modified to more directly establish evidence to include on the student report cards. Key questions are also used:
- Grades 1–2
 - [Personal Learning Goals Proforma One](#)
 - What would I like to get better at?
 - How am I going to do it?
 - What will the school do to support my learning?
 - What can my parents do at home to help my progress?
 - Can I do it now?
- Grades 3–6
 - [Personal Learning Goals Proforma Two](#)
 - What strategies will I use to achieve my goal?
 - What will the school do to help my progress?
 - How can I show that I have achieved my goal?
 - Did I achieve my goal? Yes or No. Why or why not?

During the semester

Monitor student achievement of learning goals.

- Devote time to establishing the goals for individual students to design ways in which they can monitor their progress and to maintain a check on progress.

End of semester

Transfer data to the student report cards.

- Goal Setting Sheets are stored in students' portfolios. Each sheet is one photocopied A4 page and teachers refer to them frequently in collaboration with the student. At planned times the information is transferred into a word processing program, in readiness to be pasted directly into the student report card template.
- Key aspects to consider include:
 - Establish processes for all class teachers and specialists to participate in collecting and recording student goals and reflections.
 - Develop an item bank from which students may select online.
 - Develop coherent links between the data records and the student report card by collecting data in response to the designated sections of the card.
 - Consider developing a template for students to use to facilitate transfer of goals and reflections.
 - Establish a reporting timeline to avoid a heavy workload at the reporting period.
 - Assign a teacher or representative group to be responsible for providing advice and support to all teachers.
 - Use the information available from the process to monitor individual students and to look for class and school patterns of success or areas for improvement.

For more information, see the [Glen Katherine Primary School](http://www.glenkps.vic.edu.au) website (www.glenkps.vic.edu.au)

Wheelers Hill Primary School

School profile

Wheelers Hill Primary School was established in Glen Waverly in 1975. The buildings are pleasantly surrounded with spectacular views to Port Phillip Bay. The school currently has an enrolment of approximately 470 students.

Wheelers Hill Primary School teachers use a Student Learning and Improvement Booklet to encourage students to take responsibility for their own learning.

The booklet supports a process developed with the intention of providing information to parents that provides a fuller picture of their child's progress by highlighting their ability to set goals, work on action plans for improvement, track progress and reflect on their learning.

Students keep an individual booklet that organises all aspects of the process in an accessible format. This facilitates teacher monitoring of the goals and encourages students to develop a greater understanding of the student learning and improvement cycle. The process is a cyclical one, in which students maintain responsibility for their own learning by playing a key role in the process.

Beginning of semester

Students set their learning goals.

- Students nominate the areas of their work needing improvement. This can be done through the use of a capacity matrix.
- They are supported through the process of goal setting by some preliminary work by the teachers. They have a sample of possible goals, appropriate to the Victorian Essential Learning Standards, from which the students may select.
- Students nominate two goals from the set of six or so goals developed by the teachers. The goals from which students may select are expressed in accessible language. One example set of goals is:
 - I use commas, exclamation marks and quotation marks correctly.
 - I use paragraphs and sub-headings and bullets appropriately.
 - I use a thesaurus and dictionary and spell check to help with my writing.
 - I proof-read and edit my work to make sure it makes sense.
 - I brainstorm, make notes and use graphic organisers to help with my writing.
 - I write stories that describe characters and events.

Students document their goals.

- The Student Learning and Improvement Booklet (developed by the school) contains advice and a series of proformas students use to help them develop and record goals and action plans for improvement, to collect evidence of meeting their goals and to reflect on their progress.
- Students use a goal setting proforma on which they write their selected goals.

Students set their action plans.

- Students think of strategies and people who can assist in achieving their goal and develop this into an action plan.

- The students complete a [Goal Setting Action Plan](#) form for each goal for each term. They:
 - select from several strategies that can be used to improve their goal
 - describe other specific actions for improvement
 - make notes about ways that they, their teacher, parents and peers can assist.

During the semester

Students monitor and track their progress.

- Students collect evidence to demonstrate they are meeting their goals and showing improvement.

End of semester

Students reflect and comment on their progress.

- At the end of the term, students use evidence collected as they worked on achieving their goal to complete their reflection. The proforma includes a series of reflective sentences:
 - What I have noticed that is different about my goal is...
 - Where I can see evidence of this is...
 - What I am improving on, in my work is...
 - What I need to improve more is...
- Students also incorporate the use of a capacity matrix, which enables them to assess their goals. At the end of each term, a [Student Learning and Improvement Reflection form](#) is filled in by students and parents.
- This form also includes a section in which parents note: 'What I have observed about the progress made, differences observed and general comments about my child's progress.'
- Students can also complete the capacity matrix as part of their reflection.
- The reflections are then adopted and used to set new goals for the next semester.

For more information, see the [Wheelers Hill Primary School](#) website (www.wheelershillps.vic.edu.au)

Resources

Victorian Curriculum and Assessment Authority

[The Victorian Essential Learning Standards](http://vels.vcaa.vic.edu.au/index.html) (http://vels.vcaa.vic.edu.au/index.html)

The Victorian Essential Learning Standards (VELS) describe what is essential for Victorian students to achieve from Prep to Year 10. They provide a whole school curriculum planning framework that sets out learning standards for schools to use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.

Department of Education and Early Childhood Development

[Blueprint for Government Schools](http://www.education.vic.gov.au/about/publications/policy/blueprint.htm)

(http://www.education.vic.gov.au/about/publications/policy/blueprint.htm)

The Blueprint provides the framework for an effective Victorian government school system - a system with effective teachers, effective leaders and effective schools.

[Student learning](http://www.education.vic.gov.au/studentlearning) (http://www.education.vic.gov.au/studentlearning)

Student learning involves becoming informed about what is being taught in the education system, how work is assessed, and the types of educational resources and programs available. The resource includes information about assessment, curriculum planning, learning and teaching resources and research, Principles of Learning and Teaching, programs, stages of learning, student learning newsletters and student reports

[The Principles of Learning and Teaching](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm)

(http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm)

The Principles of Learning and Teaching section contains the six principles and their components with professional learning support materials including the PoLT online resource, data collection tools and case studies.

[Assessment Advice](http://www.education.vic.gov.au/studentlearning/assessment/default.htm)

(http://www.education.vic.gov.au/studentlearning/assessment/default.htm)

Assessment is a vital process to provide information about what students know and can do, and to make recommendations for their future learning.

Current information about this aspect of teaching covers Prep to Year 10 and Year 10 to 12 Assessment.

Reporting Advice

(<http://www.education.vic.gov.au/studentlearning/studentreports/default.htm>)

The Victorian Government has introduced commonsense report cards. The report cards are written in plain English, giving parents a clearer picture of their child's progress against expected state-wide standards. Topics include information for parents, schools, software developers, sample student report cards, case studies, fact sheets and contacts.

Assessment Professional Learning Modules

(<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/proflearning/default.htm>)

The modules include strategies to strengthen capacity to use assessment to drive teaching that promotes deep understanding and powerful learning, and assess students' progress towards the achievement of the Victorian Essential Learning Standards.

References

Earl, L. M. (2003). *Assessment As Learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.

Weeden, P., Winter, J, & Broadfoot, P. (2002). *Assessment: What's in it for schools?* London/New York: RoutledgeFalmer.

Pro formas and other sample material

Sample personal learning goals page from a secondary student report card

ELIZABETH WONG

My Personal Learning Goals

Year 8 Semester 1

My Learning Goals

I will focus on three areas to improve my learning this semester: organisation, persistence and reading.

I will use my diary to organise my homework and to remind me of what I need to bring to school. I will make a homework timetable for home and put it above my desk. This will help me get my assignments in on time. I will make a greater effort to persist when I find the work boring or difficult. To improve my reading skills I will set aside 20 minutes four nights a week to read a novel of my choice.

Student Comment

I have made a greater effort to complete and hand in my assignments and managed to complete most tasks by the due date. I still need to make better use of my homework timetable. I am proud of the efforts I made to push myself harder in some subjects and to develop strategies to use when I found the work difficult. I believe that I am much more persistent than I was last semester. I managed to read three novels but haven't finished the fourth one. I need to schedule time for reading and stick to it.

Teacher Comment

Elizabeth has handed in most of her work by the due date this semester. She has clearly made a greater effort to persist when she experiences difficulty with the work and has developed a range of strategies to use in these circumstances.

Elizabeth has also shown she can commit to reading more widely, and while she aimed to do more, she has met the goal of reading three novels that she agreed on with her English teacher.

My Future Learning Goals

My main goal will be to make a greater effort to stick to my homework timetable

I will also work on developing my skills in learning with and from my peers. I want to focus in particular on learning to support other members of a team.

I will continue to read as widely as I can and will also aim to produce a book review for publication the school magazine.

Attendance

Elizabeth has been absent 7 days this semester.

Teacher: Mr Peter Ford

June 2006

Examples of learning goals linked to a range of domains of the Victorian Essential Learning Standards (levels 1 – 6)

The examples below are linked to the Standards and Learning Focus Statements for the domains of:

- Personal Learning (PL)
- Interpersonal Development (ID)
- Communication (CO)
- Civics and Citizenship (C&C)
- Information Communications Technology (ICT)
- Thinking Processes (TP)
- Design, Creativity and Technology (DCT).

Other learning goals can be developed that link to other domains or that are more generic.

Examples are provided for Levels 1-3 to support primary schools that elect to include a *My Learning Goals* section on their student report cards.

LEVEL 1 (* drawn from learning focus)	Try to solve problems rather than giving up. Ask for help. (PL*) Ask questions to learn. (PL*) Attempt small projects. (PL*)	Take turns when working in a group. (ID) Ask questions when I don't understand. (ID) Listen to others without interrupting. (CO*)
LEVEL 2 (* drawn from learning focus)	Demonstrate a positive attitude toward my learning. (PL*) Improve my organisational skills. (PL*) Stay on task for a longer time. (ID) Accept the consequences for my actions. (ID)	Solve problems with others using appropriate behaviour. (ID) Participate in developing and using classroom rules (C&C*) Follow a set of instructions and contribute to planning. (DCT*) Share equipment fairly with others. (ID)
LEVEL 3 (* for learning focus only)	Finish tasks or activities on time. (PL) Make suggestions to others about how to improve their work. (PL) Persist when I'm having difficulty. (ID) Be more flexible when things don't happen as I want or plan. (ID) Think before I act. (ID) Help others more often. (ID)	Model class and school rules. (ID) Use ICT to communicate my ideas. (ICT) Use thinking strategies to organise information. (TP) Plan ahead about the order of work I am doing. (DCT) Make a list of the basic steps I will use to solve a problem. (DCT)

LEVEL 4	<p>Develop and use a variety of strategies to solve problems and complete tasks. (PL)</p> <p>Use learning styles other than my preferred learning style. (PL)</p> <p>Manage my resources effectively. (PL)</p> <p>Develop my skills in learning with and from my peers. (PL)</p> <p>Be organised and persistent in maintaining focus on personal goals. (PL)</p> <p>Reflect on my study and revision strategies and develop and use criteria to evaluate my work. (LP)</p> <p>Develop problem-solving strategies to overcome difficulties in learning. (ID)</p> <p>Take on different roles in teams. (ID)</p>	<p>Reflect on my own and others presentations to make them more effective. (CO)</p> <p>Be involved in the organisation of class or school activities. (C&C)</p> <p>Develop understanding of different points of view on an issue. (C&C)</p> <p>Contribute positively to group and class decision making. (C&C)</p> <p>Use ICT tools and techniques to organise and analyse concepts, issues and ideas. (ICT)</p> <p>Create and keep up-to-date a digital learning portfolio. (ICT)</p> <p>Use creative thinking to improve problem solving or classwork. (TP)</p>
LEVEL 5	<p>Evaluate my performance using self-evaluation rubrics. (PL)</p> <p>Be open-minded to a range of views and values in a variety of learning situations.(PL)</p> <p>Prioritise my time more effectively. (PL)</p> <p>Seek and respond to feedback from peers, teachers and other adults to improve my learning. (PL)</p> <p>Develop and use strategies to manage peer influence and its consequences. (ID)</p>	<p>Help plan or participate in school and community events. (C&C)</p> <p>Participate in environmental activities and community issues. (C&C)</p> <p>Make better use of feedback from others when doing presentations. (CO)</p> <p>Use ICT in a safe, efficient and effective manner. (ICT)</p> <p>Keep my bank of digital evidence up-to-date. (ICT)</p> <p>Consider own and others' points of view when evaluating evidence. (TP)</p> <p>Use reflection, research, feedback, and evaluation criteria to modify work. (DCT)</p>
LEVEL 6	<p>Initiate my own actions to improve my learning. (PL)</p> <p>Maximise my learning in a range of situations. (PL)</p> <p>Develop and use a range of strategies to resolve conflict in social relationships. (ID)</p> <p>Develop strategies to adapt my behaviour for a range of social contexts. (ID)</p> <p>Develop strategies to bring about change in response to evaluations. (ID)</p>	<p>Work with the strengths of a team to achieve agreed goals within set timeframes. (ID)</p> <p>Take responsibility for organising a citizenship activity in the school or community. (C&C)</p> <p>Use ICT to devise detailed action plans. (ICT)</p> <p>Use creative thinking strategies to work with contentious, ambiguous, novel and complex ideas. (TP)</p> <p>Select and use appropriate thinking processes and tools for different tasks, and evaluate their effectiveness. (TP)</p>

Personal Learning Goals Pro forma 1

Personal Learning Goals Pro forma 1
Name:
Class:
This semester I would like to learn about ...
I learn best when ...
I am really good at ...
I would like to be better at ...
What I think I could do to help me improve/extend my skills
What I think my teacher/school could do to help me improve/extend my skills
What I think my parent/s could do to help me improve/extend my skills

Some ideas to help you decide on areas for improvement/extension

computer	organisation	more confident	positive role model	times tables	PE/sport/fitness	handwriting	drawing	read more challenging books
concentration	dance/drama	spelling	developing writing ideas	presentation	maths problems	friendships	behaviour	work habits

Personal Learning Goals Pro forma 2

Personal Learning Goals Pro forma 2



NAME: _____

Goal: Area for improvement/future learning

What strategies will I use to achieve my goal? _____

What will the school do to support my learning goal? _____

What can my parent/s do at home to help my progress towards this goal? _____

How can I show that I have achieved my goal? _____

Did I achieve this goal? Yes/No

Why/Why not? _____

Acknowledgement: Glen Katherine Primary School

KWHL table

K What do I KNOW ?	W What do I WANT to find out?	H HOW will I find out?	L What have I LEARNT or still want to learn?

Goal setting action plan form

Goal Setting Action Plan Term 1

WRITING GOAL FOR TERM 1
.....
.....

STRATEGIES I CAN USE TO IMPROVE
MY WRITING GOAL.

I could:

- Practise my goal
- Learn more about my goal
- Talk through my goal with others
- Get assistance from others

OTHER SPECIFIC ACTIONS

.....
.....
.....
.....
.....

STRATEGIES I CAN USE TO IMPROVE MY INDIVIDUAL GOAL

.....
.....
.....

PEOPLE WHO CAN ASSIST ME TO ACHIEVE MY GOALS
AND WHAT THEY COULD DO.

Myself:.....
Teacher:.....
Parent:.....
Peers:.....



Acknowledgement: Wheelers Hill Primary School

Student learning and improvement reflection form

student Learning and Improvement Reflection by Parents and Students

AT THE END OF THE TERM I NEED TO REFLECT ON THE
IMPROVEMENT MADE IN THE GOAL I'VE SET.

My English- Writing goal for this term was:

.....
.....

END OF TERM REFLECTION

What I have noticed that is different about my goal.....

.....

Where I can see evidence of this.....

.....

What I am improving in, in my work.....

.....

What I need to improve more.....

.....

PARENT REFLECTION

What I observed about the progress made, differences observed and general
comments about my child's progress.

.....
.....
.....
.....

Acknowledgement: Wheelers Hill Primary School

Student Success Plan and portfolio examples

Instructions for students

You are to include four pieces of work in your portfolio from Semester 1.

Three pieces should be your best pieces of work from three different subjects.

One piece can be your favourite piece of work.

Lined paper will be provided for you to answer the questions.

Examples of pieces of work:

- Assignments
- Projects
- Worksheets
- Models
- Drawings or paintings
- Tests
- Essays

Note: some pieces of work are difficult to include in your portfolio. However, you can still answer the questions below about them (e.g. dances, drama performances, large models, beep test in PE etc.).

Answer these questions about your three best pieces of work and favourite piece of work. You should work on one piece at a time:

- **Describe** each piece of work – what did you have to do to complete it?
- **What** was your **result, score or mark**?
- **Why** was it your **best piece of work** for that subject?
- **What** did you do **really well** on each piece?
- **What** could you have **done better to improve**?

Consider a piece of work which you weren't happy with, or didn't do so well on.

What advice would you give yourself for next time you try some work or a task like this again?

Procedures for Student Development Sessions

Periods 1 and 2 – Homegroup teachers

Periods 1 and 2 are dedicated to updating goals and beginning portfolios. Tasks to be completed in this double period include:

- Reflection questionnaires (Year 7, 8, 9 and 10) and Study Skills and Preparation for Exams worksheets (Years 9 and 10). Go through instructions and have brief discussion to answer questions.
- In pairs, students complete the Diary Check sheet or Monthly Planner.
- Handout portfolios. Go through instructions and Self-Evaluation worksheets for portfolio work pieces.
- Students work through self-evaluation worksheets for their 'Best Effort' pieces of portfolio work and place all work in the portfolios and return to the teacher at end of the lesson.
- Any booklets in their portfolios not finalised from the Start-Up Program earlier in the year can be completed.
- Students are to work on these handouts and tasks and update their progress on goals using their checklist while individual students are interviewed by the teacher and work.