

Teaching and Learning Framework



LARA
Secondary College

‘Realise your potential’

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Foreword

“Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding” – Robert John Meehan

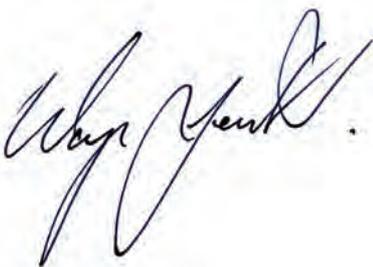
When I became Principal of Lara Secondary College (Term 2 2018), it became clear that we needed to develop a clear and concise understanding about what we stand for as a College, including our beliefs as an educational institution and the academic culture we wish to create for our students. In consultation with many members of our school community we started to create our Teaching and Learning Framework that will provide the foundation for our Teaching and Learning processes at Lara Secondary College. The framework has been developed with the belief that high quality, evidence-based teaching strategies, structures and protocols under-pin everything we do to ensure all students at the College can achieve academic success and develop positive attitudes towards their secondary education.

All too often in educational organisations it becomes very difficult to undertake deliberate steps to ‘take a breath’ and ask honest questions pertaining to the quality of teaching being delivered in classrooms each and every day. By ‘taking a long breath’ it has enabled us to create a vision that will allow the students and staff at Lara Secondary College to become **‘active’** participants in the teaching and learning process at the College. The content that fills the sections of our Teaching and Learning Framework are testament to what all teachers and Education Support Staff at Lara Secondary College aspire to.

One of the key features of the Teaching and Learning Framework is that it is based on the personal, cultural and professional beliefs of the teaching and Education Support Staff at Lara Secondary College. The Teaching and Learning Framework successfully integrates all these necessary and important ingredients in order to help shape our school’s academic culture and provide evidence of how we think, feel and act. The Framework is not about identifying one method or technique, rather, it is more about developing a wider and broader understanding about what is required for Lara Secondary College to continue to provide a learning environment that demonstrates **high quality** teacher practice, innovation, strong academic rigor, active student engagement and continued improvement.

It has been truly rewarding to regularly collaborate, debate, research and analyse educational theory with a dedicated group of teachers on behalf of the entire College community. I encourage every teacher, student and parent involved at Lara Secondary College, to read this document thoroughly and ultimately gain an appreciation of the overall intent of our school. Finally, I would like to thank the following teachers who volunteered their time to help produce the Teaching and Learning Framework. Many meetings were organised throughout 2019, above and beyond normal teaching duties and I sincerely thank each and every one of you for your dedication and unwavering commitment to the production of the Teaching and Learning Framework.

Tom Collier, Lucy Collins, Kate Ivermee, Haddon Gelai, Carly Hastie, Sarah Foley and Tania O’Callaghan.



Wayne Terrill
Principal

Teaching and Learning Framework



ORDERLY ENVIRONMENT

We pair **challenging working environments** with **consistent classroom management** practices to ensure **active learning** in the classroom.



PROFESSIONAL LEARNING COMMUNITIES

Teachers work collaboratively in PLCs with a focus on the three big ideas of **Learning, Collaboration** and **Results**.



TECHNOLOGY

The **integration** of technology within our teaching and learning programs allow students to **develop** their **ICT skills** and deepen their understanding.



COMMON INSTRUCTIONAL MODEL

Our **evidence based** Common Instructional Model provides staff with a specific, measurable pedagogical approaches and practices to improve student learning.



MINDSETS

We actively **challenge mindsets**, and support the development of a **growth mindset** in our students and teachers.



FEEDBACK

We believe that feedback is an essential part of the learning process. Students are given **timely** and **meaningful** feedback to support improvement in performance and achievement.



The purpose of our Teaching and Learning Framework?

The Teaching and Learning Framework is a powerful set of guidelines relating to quality teacher practice and represents the way we teach at Lara Secondary College, in order for each student to realise their full potential.

Our goal at Lara Secondary College, is to ensure every opportunity for learning is maximised to enhance student outcomes. To support this, we want all teachers to deliver their specific curriculum knowledge in a manner that every student is aware of the purpose for the learning taking place, and of the process of acquiring new skills and knowledge. By focusing our framework on 'best practice', we can provide the most effective ways to ensure all students are learning.

The Teaching and Learning Framework represents extensive Professional Development and research undertaken by the teachers of Lara Secondary College regarding the nine most effective teaching strategies outlined by Jane Pollock, Robert Marzano and Debra Pickering in "Classroom Instruction that Works"; the analysis of the work undertaken by Richard Du Four relating to the effective operation of Professional Learning Communities in a school and also the inclusion of the work undertaken by John Haae regarding the most effective teaching strategies that have the greatest positive impact on student learning.

Our Academic Culture

The development of a school culture occurs through an ongoing and complex pattern of actions, traditions, symbols, ceremonies, and routines that are closely aligned with the College vision, which forms the basis of all decision-making processes across the College. A school's culture "must be purposely developed and managed to optimize the chance to live our mission, become our vision, and fulfill our educational purpose and responsibilities" (Fisher et al). We also believe that the richness of our school academic culture is enhanced by the diversity that exists within the College along with our 1:1 Bring Your Own Device Program and our School Improvement Policy. Our school culture influences and shapes the way teachers, students and parents think, feel and act.

At a deeper level, we aim to achieve excellence by fostering a shared system of norms, values and traditions. Our aim is to ignite a passion, purpose and sense of spirit within the College, as without these, the College would struggle to achieve individual and collective success.

Lara Secondary College generates and supports a strong academic culture by:

- Being a welcoming and positive learning environment
- Focusing on improved student and teacher learning
- High quality teacher practice
- Developing a rich sense of history and purpose
- Embedding and living our core values of Teamwork, Excellence, Commitment and Respect
- Maintaining a strong belief that all students can learn and implementing best practice instructional strategies that work
- Continuing to collaborate in our Key Learning Area Professional Learning Teams that use knowledge, data and research to improve practice
- Continuing to foster strong leadership that continuously recognises strengths and seeks improvement of students and staff
- Enhancing the reward and recognition processes that reinforce core cultural values
- Engaging the stories of successful people to celebrate successes and recognise achievement
- Maintaining a physical environment that symbolises success, joy and pride
- Developing and maintaining a widely-shared sense of respect and care for each other and the school physical environment

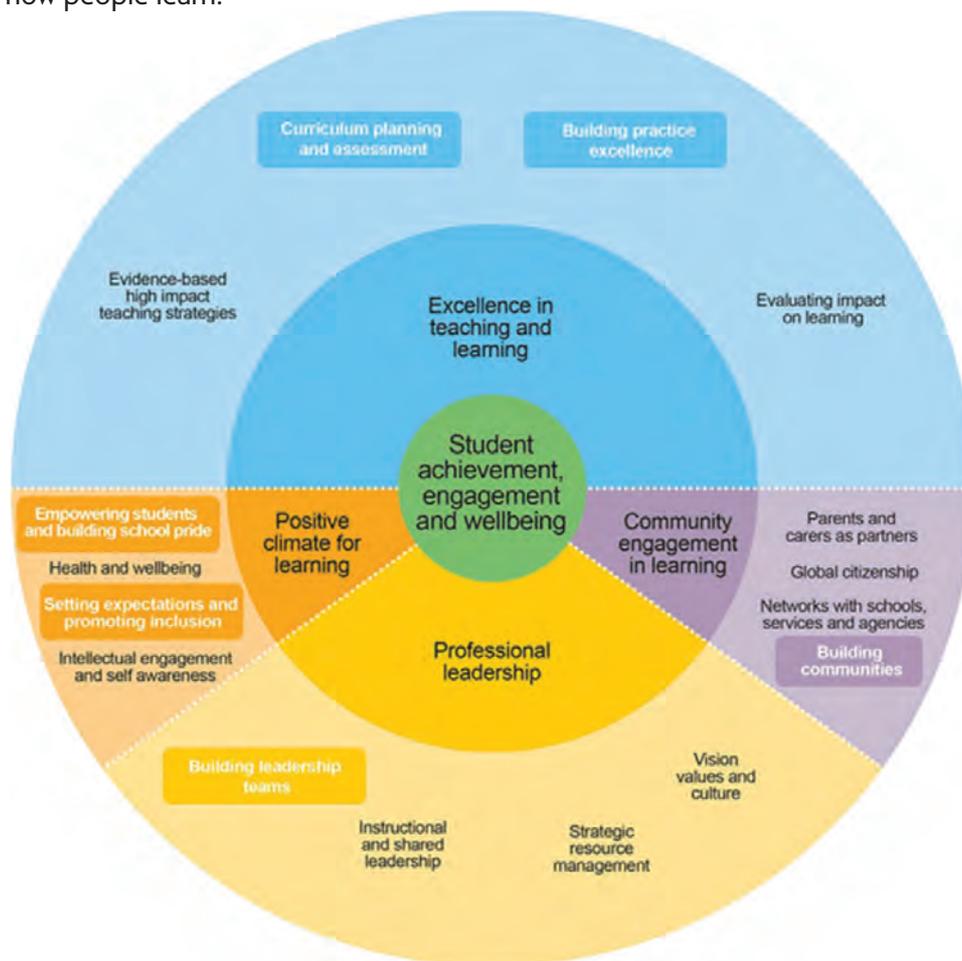
An effective School

Effective schools understand the importance of creating learning environments that promote independence, interdependence and self-motivation. Lara Secondary College utilises the Framework for Improving Student Outcomes (FISO) to ensure a successful learning environment, with a specific focus on developing a positive climate for learning. This model works to arrange and address school priorities creating a more sophisticated level of effectiveness within the school.

Lara Secondary College believes that effective schools are distinguished by professional leadership motivated by the desire to build a vibrant and thriving professional learning community. Effective schools are defined by agreed vision and goals, purposeful teaching and high expectations for student learning. Effective schools have rigorous systems of accountability, a focus on teaching and learning, and stimulating and secure learning environments.

Very importantly, an effective school has agreed expectations and coherence around the quality of teaching required to impact on student performance. A constant focus on teaching and learning is entrenched in the culture of an effective school. Supported by effective leadership, effective schools provide ongoing learning opportunities for teachers to develop the skills, knowledge and dispositions necessary to teach to higher professional standards.

An extensive research base supports the view that leadership is the most important element of an effective school (Sergiovanni, 1984; Elmore, 2000; Stoll, 2004). Effective leaders articulate the types of improvements required to achieve agreed goals and expectations and develop a common language for describing good teaching and learning practices. They have a clear understanding of the change process and a deep, current and critical understanding of how people learn.



The framework for Improving Student Learning is an evidence based framework that helps lift student outcomes. The improvement model is structured around 4 state wide priorities that are proven to have a strong bearing on the effectiveness of a school. We use the framework and the improvement cycle to set goals and targets to continually improve.

An effective Teacher

At Lara Secondary College we believe that an effective teacher is a clinical practitioner who will evaluate and set new goals with students to ensure continued improvement. Effective teachers make use of the 9 High Yield Strategies (Pollock – Classroom Instruction that Works) as a means of enabling students to actively participate in the negotiation of roles, responsibilities and outcomes. When teachers listen to student voices, they build relationships that are respectful and supportive. They also gain valuable insights into how to support student engagement and build positive and collaborative relationships with all students. Therefore, our teachers have a significant impact on student achievement, motivation and engagement.

An effective teacher will be able to demonstrate:

- An ability to evaluate and reflect on their impact in the classroom
- Excellent communication and interpersonal skills
- A deep knowledge of their Curriculum Standards
- Excellent evidence based pedagogical knowledge
- A supportive classroom environment
- The ongoing monitoring of students and provision of ongoing and effective feedback
- Working collaboratively with colleagues to problem-solve, plan and assess learning
- An awareness of their own professional learning needs and seek opportunities to receive feedback on their practice to improve student outcomes



Teacher coaching model

At Lara Secondary College, all teachers are required to work with a Leading Teacher Coach. We strongly believe that coaching can further a teacher's individual professional development, and thus improve teaching practice and student achievement.

The College has appointed Directors and Key Learning Area Leaders of; English, Mathematics, Humanities, Science, The Arts, Health & Physical Education, Languages and Technology, to facilitate the coaching of staff. Leading Teachers facilitate the performance and development process and provide one-on-one coaching and feedback to all teachers across the College.

Coaching at Lara Secondary College is built on the trusting rapport that is developed between teachers. It is based on mutually working together to improve teaching practice and in turn improving student learning. The coaching model involves an interactive process between two or more teachers.

It is the role of the coach to:

- Support goal setting and assessment
- Maintain supportive, non-judgemental observations
- Facilitate exploration of needs, motivations, skills and thought processes
- Possess a strong ability to share strategies and collaborate with staff
- Observe, listen and ask questions
- Ability to give constructive feedback

This is driven by a process that involves:

- Observation through professional learning walks
- Conversation to provide constructive feedback – immediately is desirable, based on appropriateness of time and situation
- Facilitation of an opportunity, when required, to plan and implement improvement strategies

Furthermore, graduate teachers undergo a mentoring program to ensure the standards for full Victorian Institute of Teaching registration is achieved. This involves a collaborative relationship between an experienced teacher and a new teacher, providing a support system as well as a forum for the new teacher to build capacity and self-efficacy, which is shown to have a positive impact on improving student outcomes (Raymond, Flack & Burrows, 2016).

An effective learner

An effective learner is one who embodies the school values of Excellence, Teamwork, Respect and Commitment. An effective learner will seek regular and ongoing feedback to improve their understanding of each of the content areas. According to Marzano, Pollock and Pickering (Classroom Instruction that Works), those students who learn and practice to use the 9 High Yield Strategies on a regular basis will achieve significant gains in their learning. Teachers at Lara Secondary College will integrate these strategies within the GANAG lesson model:

- | | |
|---|-----------------------------------|
| Identify similarities and differences | Summarise and take notes |
| Use reinforcement and recognition | Undertake homework and practice |
| Non-linguistic representations | Using cooperative learning |
| Setting objectives and receive feedback | Generating and testing hypotheses |
| Questions, cues and advance organisers | |

Furthermore, to be an effective learner at Lara Secondary College and achieve excellence across the curriculum, all students are expected to achieve their best result possible and therefore undertake a School Improvement Test as part of the School Improvement Policy (outlined in the School Engagement Policy).

MINDSETS

A mindset is defined as an established set of attitudes held by someone. Mindsets are recognised as having a significant impact on learning and learning behaviours, particularly engagement with tasks deemed as challenging.

Dr Carol Dweck, in her research on mindset, has identified the impact of both fixed and growth mindsets particularly in education. We all operate on a 'mindset continuum' ranging from a fixed mindset to a growth mindset. We can be anywhere along this depending on our skills and strengths, past experiences, determination and effort required to succeed.



As identified in the research by Dr Carol Dweck, a fixed and growth mindset can be defined as:

Fixed mindset - Is typified with the belief that abilities and talents are fixed, there is nothing you can do to change 'what you have', and that this alone will create success as long as you only focus on your strengths.

Growth Mindset - Is a belief system about how intelligence can be grown and developed, with time, effort and effective feedback, to help every person 'realise their potential'. It is the knowledge that your abilities and understandings can be developed, that challenge and even failure, are not to be feared but are a natural part of the learning process which ultimately leads to even greater success.

At Lara Secondary College we actively challenge mindsets, and support the development of growth mindsets across our community. We do this by:

- Being aware of the manner and impact of feedback. This occurs in subtle ways such as the manner in which students are provided feedback, both written and verbal. Rather than providing feedback such as "great job, you are very clever" which fosters a fixed mindset, feedback will be given that focuses on the effort expended to complete the task eg "great job, you worked really hard".
- Providing feedback in explicit ways ie as part of the teaching and learning process. This may occur after both formative and summative assessments, or as part of the conversations shared with students about their progress and focus areas for development.
- Encouraging all students to strive for improvement and learning growth through the School Improvement Tests and Outcome Completion. Students in Years 7 – 10 are encouraged to attend school improvement tests to continually challenge and improve their learning outcomes, and in Years 11-12 Outcome Completion, to further embed their learning and maximise opportunities for successful results.
- In all classes, we teach students about mindsets and support them with ongoing conversations to build and develop their ability to maintain a growth mindset.

ORDERLY ENVIRONMENT



For effective learning to occur in the classroom, it must be both stimulating and secure. This type of environment involves:

- Raising student self-efficacy where a student is capable and confident to discuss their learning
- Clear, consistent and fair student management processes
- Immediate, direct and positive student feedback
- Establishing trust in students and setting standards of mature behaviour
- An orderly atmosphere
- An attractive and challenging working environment that demonstrates a strong focus on student collaboration between each other and their teacher.

Teachers at Lara Secondary College recognise that the teacher is the single most important factor affecting student achievement. Research tells us that more can be done to improve education by improving the effectiveness of teachers. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of students in their classes. Although effective teachers employ many functions, these functions can be categorised into three categories:

1. Making wise choices about most effective instructional strategies
2. Designing classroom curriculum to facilitate learning
3. Making effective use of classroom management techniques.

At Lara Secondary College the Student Engagement Policy provides detailed standards for student behaviour and the tools for the school community to create and maintain an orderly environment.

The policies, procedures and expectations of students, staff and parents are clearly outlined in the Student Engagement Policy. This document articulates the operational procedures that are implemented by teaching staff in relation to the welfare and management of all students at the College to ensure that an orderly environment is maintained. This document outlines the College Values, Vision, Code of Conduct, Roles and Responsibilities, Uniform and Behaviour Management Processes.

Lara Secondary College has a major focus on School Wide Positive Behaviours in order to enable students, staff and parents to develop a very clear understanding of the expected behaviours that represent our core values of Excellence, Teamwork, Respect and Commitment, across all areas of the College. All staff are encouraged (when necessary) to initiate conversations with students pertaining to the School Wide Positive Behaviours Matrix, so that these expected behaviours become firmly embedded in our everyday interactions with people involved at the College.

According to Hattie (Visible Learning), classroom management and behaviour has an effect size of 0.6, which indicates it is highly influential on student learning.

Marzano, Marzano & Pickering (2003) suggest the following Action Steps to improve teacher-student relationships and develop effective classroom management while acknowledging that high-need students may require more effort to build positive teacher-student relationships. Staff are able to:

Taking a personal interest in students by

- Talking informally with students before, during, and after class about their interests
- Being aware of and commenting positively on important events in students' lives, such as participation in sports and other extracurricular activities
- Meeting students at the door as they come into class and saying hello to each student, making sure to use their first name.

Using equitable and positive classroom behaviour

- Make eye contact with each student in the room (scanning the room while you speak)
- Over the course of the session, deliberately moving around the room to each student
- Attributing ownerships of ideas to the students who inherited them
- Allowing and encouraging all students to be part of class discussions and interactions
- Providing appropriate “wait-time” for all students, regardless of their past performance or your perception of their abilities

Responding appropriately to students incorrect responses

- Emphasising what was right, give credit to the aspects of an incorrect response that are correct
- Restating or rephrasing the question
- Respecting the student’s option to pass, when appropriate



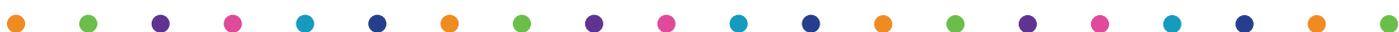
COMMON INSTRUCTIONAL MODEL



The purpose of our whole school instructional model is to provide staff with specific, observable and measurable pedagogical approaches and classroom practices to improve student learning outcomes. The common instructional model is aligned with promoting the current DET initiatives, including the '10 High Impact Teaching Strategies'. As a learning community, we value the importance of school-wide approaches; which promote consistency in expectations, a sense of belonging and follow research-based practice. The structure of our whole-school instructional model, has been developed in partnership with our educational consultant, Dr. Jane Pollock. The model ensures students can identify the skills, knowledge and understandings we intend for them to acquire. This model of instruction is known as GANAG, which is an acronym for a lesson planning schema where students learn to apply the research based 9 high yield strategies.

Research has identified instructional strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels. The table below shows where the nine high yield strategies fit into the GANAG model of classroom instruction. Listed next to each high yield strategy is the effect size. The effect size measures the effectiveness of each strategy. Research shows that any strategy above a 0.5 can have a significant effect on student achievement.

	G oal	A Prior Knowledge	N ew Information	A pplication	G oal Review
What we are trying to get the brain to do? (Neuroscience)	To focus on the goal, reduce impulsivity and stick to the task.	To associate, make analogies and compare	To gather and organise information.	To categorise, analyse investigate, make decisions and solve problems.	To make a connection to the goal and retain the information learned
High Yield Strategies with the Average Effect Size.	Setting Objectives and providing feedback - 0.61 Reinforcing effort and providing recognition - 0.80	Cooperative learning - 0.73 Questions, Cues and advance organisers - 0.59 Non-linguistic representations - 0.75	Homework and Practice - 0.77 Summarising and Note Taking - 1.00	Identifying Similarities and Differences - 1.61 Cues, Questions and Advance Organisers - 0.59 Generate and Test Hypotheses - 0.61 Homework and Practice - 0.77	Setting Objectives and providing feedback - 0.61 Reinforcing effort and providing recognition - 0.80





STAGE OF THE LESSON		WHAT TEACHERS DO	WHAT STUDENTS DO
G 5 mins	Goal	<ul style="list-style-type: none"> Ensures the Learning Intention is clear and visible Explores the Learning Intention with the students Asks students to record the Learning Intention and self assess on their understanding and effort they anticipate applying to the lesson. 	<ul style="list-style-type: none"> Records the Learning Intention. Self assesses their current understanding of the Learning Intention and how much effort they anticipate applying to the lesson.
A 5 mins	Accessing Prior Knowledge	<ul style="list-style-type: none"> After viewing an APK, the teacher prompts students to talk with a peer and reflect on what they know about the new learning. Use cooperative learning structures to ensure participation from all students - Pair/Share. 	<ul style="list-style-type: none"> Think about what they already know about the new learning. Responds to teacher cue/question and shares responses with peers.
N 20 mins	New Information	<ul style="list-style-type: none"> New information is chunked and combined with planned cues to allow time for students to process what they are learning. Use explicit teaching and worked examples. Use teach, pause, teach, pause strategy. 	<ul style="list-style-type: none"> Actively listens and takes notes. Asks clarifying questions. Engages in the learning through cooperation with peers.
A 40 mins	Application	<ul style="list-style-type: none"> Differentiate based on student learning data. Check understanding, provide feedback and support. If the new information is - <u>Declarative knowledge</u> - Teach the content and apply a thinking skill. <u>Procedural knowledge</u> - Teach the steps in new situations, with feedback, to the point of automaticity. 	<ul style="list-style-type: none"> Actively engages in the learning activity Thinks about, practices and applies what they are learning. Seeks feedback from peers and teachers.
G 5 mins	Goal Review	<ul style="list-style-type: none"> Asks students to think about what they have learned and give them an opportunity to self-reflect by rescoring themselves on the Learning Intention. Reflect and scan student scores to see how students report on their learning. 	<ul style="list-style-type: none"> Self-reflects on their understanding of the Learning Intention and reflects on how much effort they applied to the lesson.

TECHNOLOGY

The current 1:1 Bring Your Own device program at Lara Secondary College provides students with the opportunity to enhance learning in a range of contexts. The integration of technology within our classrooms, help to equip students with essential technology skills. Lara Secondary College's environment provides an innovative teaching and learning program that builds students' technical skills to improve their learning outcomes. Through the effective integration of Information and Communication Technologies (ICT) across the curriculum, students' learn to collaborate, connect, construct, apply knowledge and seek timely feedback to reflect on learning.

The integration of the 1:1 Device at Lara Secondary College gives students the opportunity to:

- Learn, create, share, and collaborate anywhere and at any time.
- Enhanced opportunities for group and project-based learning
- Being able to offer a wider range of personalised learning experiences that meet the diverse needs of learners
- Flexibility when it comes to sharing student work, allowing students to get feedback and input from their peers as well as from their teachers
- Access to resources beyond the school walls, including experts and other people in the community.

At Lara Secondary College we build technology into the classroom by:

- Integrating a range of digital activities to support learning in our curriculum
- Including Digital Technologies curriculum as a core subject at Year 7 & 8 and electives from Year 9
- Using a range of online resources, platforms and applications
- Use of the Google Suite of apps
- Monitor student learning through various online assessment tools, including providing feedback via technology
- Allowing students to research and investigate to deepen understanding of content
- Sharing lesson material and learning resources to allow students to have access to review learning
- Provide differentiated learning through access to technology



PROFESSIONAL LEARNING COMMUNITIES

The Professional Learning Community (PLC) framework at Lara Secondary College is based on what is considered best-practice, supported by a large body of research from those including Richard and Rebecca DuFour, and The Department of Education Victoria.

Our PLC model is based around changing the approach to teaching and learning from ‘all students have been *taught*’ to ‘all students *learn*’. Developing a high functioning PLC requires a cultural shift, with a focus on inquiry. This is outlined in the table below:

A shift in fundamental purpose	
From a focus on teaching...	To a focus on learning
From an emphasis on what has been taught...	To a fixation on what students have learnt
From coverage of content...	To demonstration of proficiency
From individual teachers using curriculum documents and planners in isolation...	To engaging collaborative teams in building shared knowledge regarding essential curriculum
A shift in the use of assessments	
A shift in the use of assessments...	To frequent common formative assessments
From assessments to determine which students failed to learn by the deadline...	To assessments to identify students who need additional time and support
From assessments used to reward and punish students...	To assessments used to inform and motivate students
From assessing many things infrequently...	To assessing a few things frequently
From focusing on average scores...	To monitoring each students' proficiency in every essential skill

PLC meetings are a regular part of the meeting schedule each term, which ensures that there is time allocated for teaching teams to work through the PLC inquiry cycle. Teachers are allocated into Professional Learning Teams (PLT's) based on their KLA area/s, and what subject and year level they teach. Each PLT has a leader, who is responsible for ensuring that the team is collaborating effectively and working in-line with what is documented in the cycle.

The PLC model is built around three big ideas and four critical questions.

The Big Ideas of a PLC

- **Learning** - we accept LEARNING as the fundamental purpose of our school and therefore we are willing to examine ALL practices in light of their impact on learning.
- **Collaboration** - we are committed to working together to achieve our collective purpose. We create a COLLABORATIVE culture through the development of high performing teams.
- **Results** - we assess our effectiveness on the basis of RESULTS rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement.

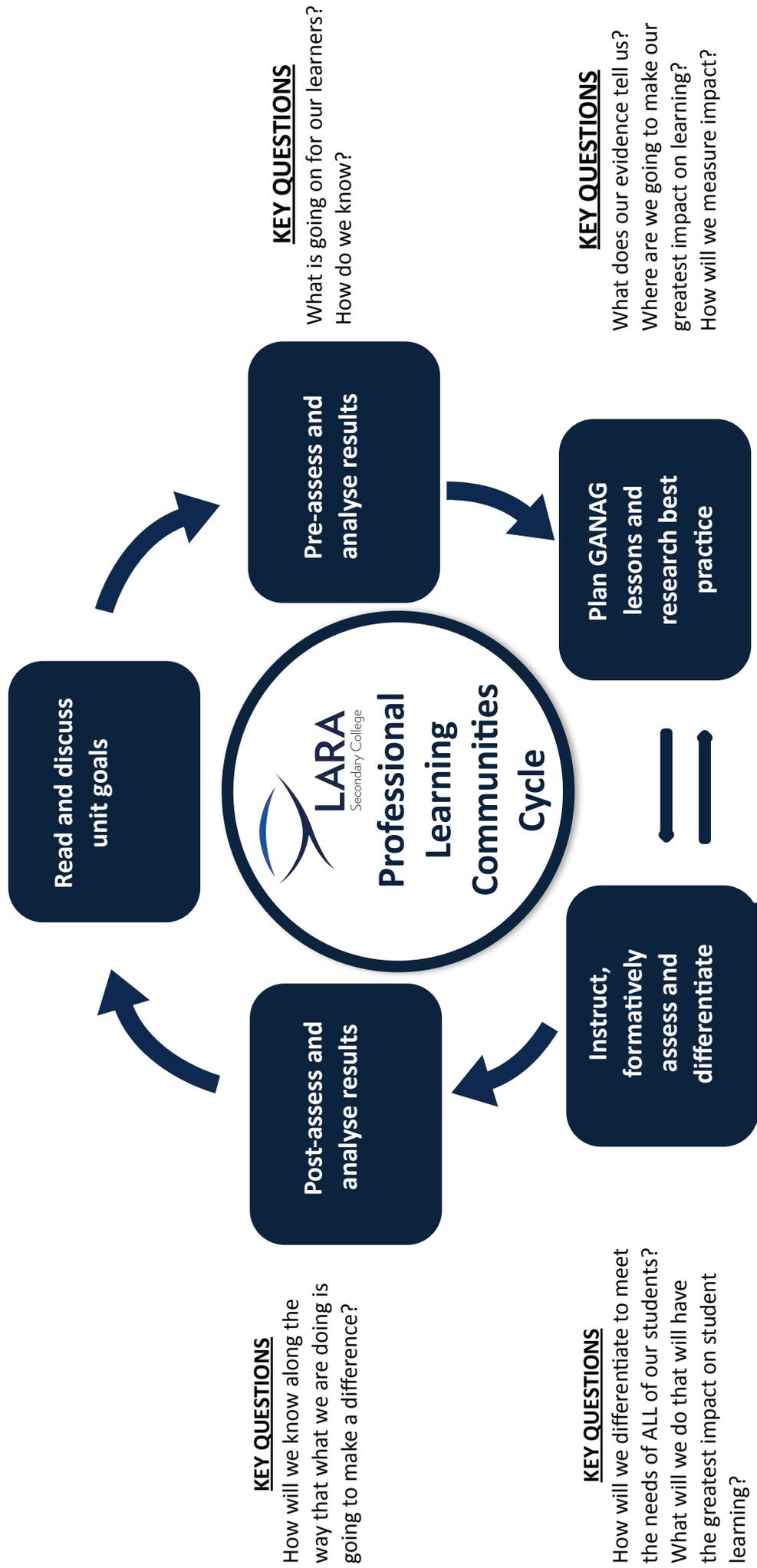
The Four Critical Questions

- What do we want students to learn?
- How will we know if they have learnt it?
- What do we do if they don't learn?
- What do we do if they already know?

PROFESSIONAL LEARNING COMMUNITIES

A FOCUS ON - COLLABORATION, LEARNING AND RESULTS

- What do we want the students to learn? - How will we know if they have learnt it?
- What will we do if they have learnt? - What will we do if they have not?



Critical Question	Aspect of the Cycle	Steps to achievement	Key questions
<p>What do we want the students to know?</p>	<p>Read and discuss unit goals</p>	<ul style="list-style-type: none"> Read and discuss learning goals from Scope and Sequence documents and relevant unit planners aligned with VCAA curriculum. Finalise pre-assessment aligned with learning goals 	<ul style="list-style-type: none"> What are our learning goals? What do we want the students to learn and achieve?
	<p>Pre-assess and analyse results</p>	<ul style="list-style-type: none"> Pre-assess students understanding and record results using a spreadsheet (by student, by learning intention). <i>Gather other relevant evidence sources if required.</i> Moderate student work samples for consistency in assessment. Analyse the data using the LSC data analysis protocol. Finalise common formative assessments. Where appropriate create modified assessments and alternative assessments for the school improvement test process. Ensure assessments have the <i>LSC assessment cover sheet</i>. 	<ul style="list-style-type: none"> What's going on for our learners? How do we know? What does our evidence tell us? Where will we concentrate our energies? How will we measure impact?
<p>How will we know when they have learned it?</p> <p>What will we do when they have not learnt?</p>	<p>Plan GANAG lessons and research best practice</p>	<ul style="list-style-type: none"> Plan lessons using the GANAG framework. Plan to differentiate the application section of the GANAG framework. Engage in professional learning to research best practice strategies to improve student learning and teacher practice. Plan common formative assessment tasks where required 	<ul style="list-style-type: none"> How will we differentiate to ensure we meet the needs of where students are AT and where they need to go NEXT? What will we do that will make the greatest impact on student learning?
<p>What will we do when they have learnt?</p>	<p>Instruct GANAG lessons Formatively Assess and Differentiate</p>	<ul style="list-style-type: none"> Deliver and reflect on GANAG lessons. Administer formative assessment tasks, analyse results and plan a response to learning (differentiate) 	<ul style="list-style-type: none"> How will we know along the way that our efforts are making enough of a difference on student progress?
	<p>Post-assess and analyse results</p>	<ul style="list-style-type: none"> Analyse assessment results using a spreadsheet (by student, by learning intention) and complete the data analysis protocol. Discuss how students will be provided with effective feedback that indicates what they have achieved and what they need to do to improve. 	<ul style="list-style-type: none"> What is going on for our learners? How do we know? What does our evidence tell us? Where will we concentrate our energies? How will we measure impact?

Assessment

Pre-testing and post-testing

The role of the pre-test (20 minutes maximum) is to evaluate a student's knowledge and ability at the beginning of a unit. This will enable teachers to meet the individual learning needs of each student by acknowledging that each student has different starting points, readiness for learning, goals and requirements for support.

At the completion of a unit the student will complete an assessment in line with the curriculum standards. This assessment will demonstrate what the student was able to learn. The post assessment is feedback to the teacher and student.

Both the pre-test and post-test will determine the growth of each student during a unit of work. This will clearly display the required feedback and teaching intervention for each student to develop their knowledge, skills and understanding.

To develop assessments we use the Marzano taxonomy to ensure our assessments challenge students thinking. By using the taxonomy we are able to develop questions that help to assess students understanding at a deeper level.

Formative Assessment

The goal of ongoing formative assessment is to continually monitor student learning and growth. Teachers will provide ongoing feedback that can be used for student intervention and in turn to improve the student's learning.

Formative assessment can be an informal process and may include:

Conversation and debate	Observations	Questioning
Reflective writing	Exit forms	Self-assessment
Peer assessment	Written feedback	Summaries
Graphic organisers	Vocabulary strategies	Homework
Quizzes	Entry cards	Whip arounds
Essays & Extended responses	Quick writes	Other strategies

Summative Assessment

Summative assessment refers to the assessment of the learning and summarises the development or achievement of the learner against the curriculum standards. The summative assessment can be used as a final percentage score for reports and/or to identify any concern requiring further attention.

Summative assessment has the following role:

- Providing alignment between assessment, curriculum and instruction
- Providing information about an individual student's achievement of specific learning objectives
- Provides information at the individual, classroom and school level.

Summative assessment is a formal process and may include:

Tests	Assignments	Projects
NAPLAN	Exams	Oral presentations
Other assessment strategies		

Creating Effective Assessments Using Marzano's Taxonomy

The Marzano Taxonomy is a helpful framework for creating assessments that cater for all levels of knowledge and thinking. The taxonomy allows you to design higher order thinking questions, as well as, generating questions that build the foundation for higher order thinking questions. The taxonomy acts as a guide to developing an assessment that challenges students application of knowledge, not just their basic understanding or comprehension of the declarative or procedural knowledge.

Guidelines and recommendations

- When creating assessments such as tests, exams, research assignments etc use the Marzano Taxonomy to guide your development of questions.
- No true or false questions should be added to assessments.
- Limit the use of multiple choice questions. When creating multiple choice questions use a variety of questions to test students knowledge at different cognitive levels.
- Create questions from all levels of the taxonomy to test students knowledge and understanding. When creating your assessment use the following recommended percentage distribution of questions. Use these percentages as an approximation. (Higher levels of thinking)
 - 30% - Retrieval and comprehension level.
 - 50% - Analysis level.
 - 20% - Knowledge utilisation

Level of processing	Mental Process	Verbs, Terms and Phrases	Question stems
Retrieval	Recognise	Identify, recognise, select from a list and determine (true/false),	What is...? Where is...? How did ___ happen? Why did...? When did...? How would you show...? Who were the main...? Which one...? How is...? Can you recall...? Can you select...? Can you list three...? Who was...? When did ___ happen?
	Recall	Name, list, label, describe, state, identify - who, what, where or when.	
	Executing	Use, demonstrate, show, make draft, complete	
Comprehension	Integrating	Summarise, paraphrase, describe key parts, describe relationship between, describe how or why, describe effects, explain the ways in which	How would you explain...? How would you describe...? How would you classify the type of...? How would you compare/contrast...? State or interpret ___ in your own words...? How will you rephrase this meaning...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...? What is meant...? What can you say about...? Which is the best answer...? How would you summarize...?
	Symbolising	Use models, symbolise, depict, represent, draw, illustrate, show, diagram, chart	

Analysis	Matching	Compare and contrast, categorise, sort, differentiate, discriminate, distinguish, create an analogy or metaphor	How would you use...? What examples can you find to...? How would you solve...? How would you organize and show...? Show your understanding of...? How would you apply what you learned to develop...? What questions would you ask in an interview with...? What other way would you plan to...? What would result if...? Make use of these facts to...? What elements would you choose to change...? What facts would you select to show...? What are the parts of features of...? How is ___ related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorize...? Can you identify the parts...? What evidence can you find...? What is the relationship between...? Can you distinguish between...? What is the function of...? What ideas justify...?
	Classifying	Classify, organise, sort, differentiate, discriminate, distinguish, create an analogy or metaphor	
	Analysing Errors	Edit, revise, identify errors or problems, evaluate, identify issues or misunderstandings, assess, critique, diagnose	
	Generalising	Form conclusions, create a principle, generalisation or rule, what inferences and conclusions can be made	
	Specifying	Make and defend, Predict, Judge Deduce, What would have to happen, Develop an argument for, Under what conditions	
Knowledge Utilisation	Decision-Making	Select the best among the following alternatives Which among the following would be the best...What is the best way... Which of these is more suitable Decide	Do you agree with the actions...? With the outcome...? What is your opinion of...? How would you prove...? Disprove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend your actions...? How could you determine...? What choice would you have made...? How would you prioritize...? What judgment would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...? Why is it better than...? How would you compare the ideas? How would compare the people...?
	Problem-solving	Figure out a way to... How will you reach your goal under these conditions...Solve How would you overcome... Adapt Develop a strategy to...	
	Experimenting	How would you determine if... How can this be explained Based on the experiment, what can be predicted Experiment Generate and test Test the idea that What would happen if... How would you test that	
	Investigating	Investigate Research Find out about Take a position on What are the differing features of... How did this happen Why did this happen What would happen if	

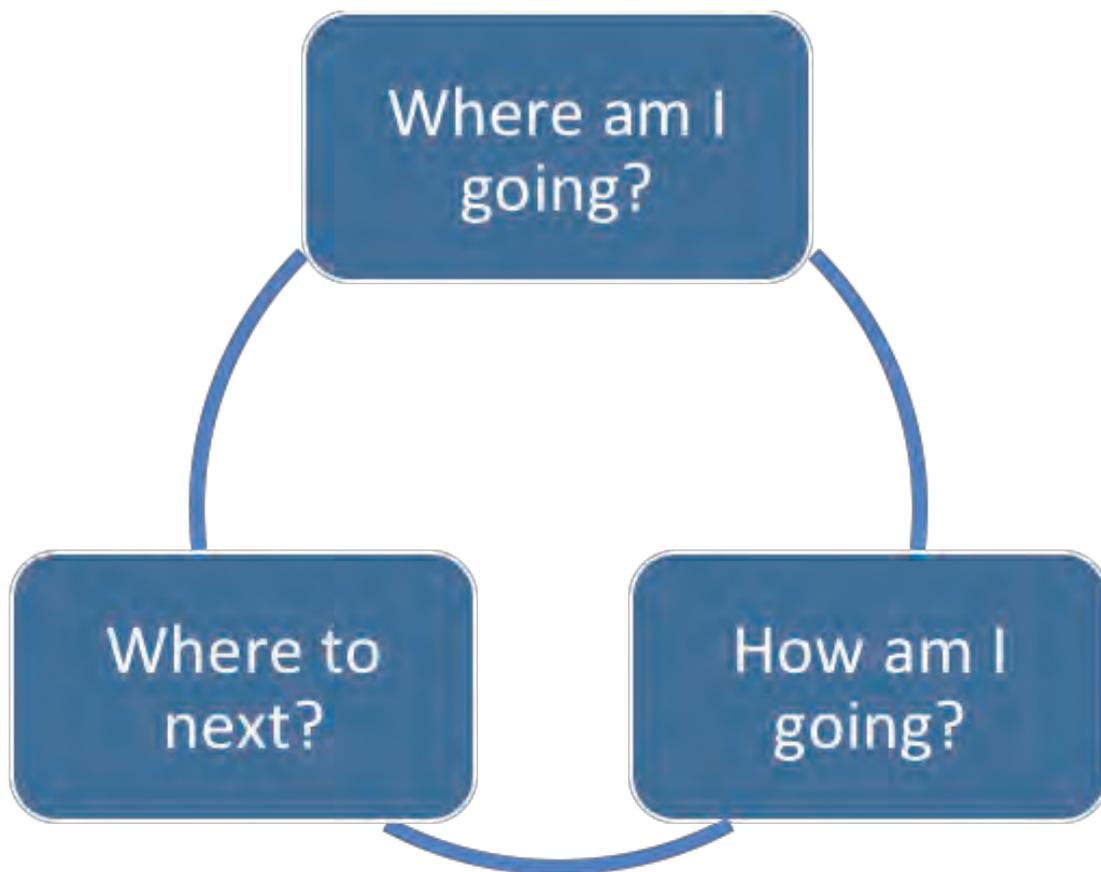
FEEDBACK

At Lara Secondary College feedback is an essential part of the learning process. Intrinsic to the teaching and learning process is the provision of feedback to students. When providing students with feedback, the aim is that the feedback will lead to an improvement in student performance and achievement. There are three important stages to effective feedback as shown in the diagram below. In addition to feedback after the performance of a task, feedback must also be provided during the learning sequence.

Key elements of effective feedback:

1. It is timely/immediate and detailed.
2. It must support students to improve, regardless of their level of proficiency.
3. It recognises success through positive statements.
4. It includes specific information for improvement.
5. Students should be able to act on the feedback.

The Feedback Process:



School Improvement Policy

The teaching and non-teaching staff at the College believe all students can learn.

Students understand concepts within each subject at different points in time throughout their learning journey. Therefore, we cannot expect all students to achieve great results at the same time when asked to undertake a Common Assessment Task. The Improvement Policy enables all students to achieve the best result possible for an assessment task, by obtaining the necessary teacher feedback pertaining to their first result. Students are encouraged to undertake further study (2 weeks) to improve their understanding of these concepts before undertaking a resit or re-submission.

Students in Years 7–10 will have the opportunity to undertake a Common Assessment Task for a second time if they are not satisfied with their first result.

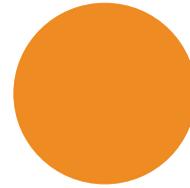
For example: if a student obtains 75% on a Common Assessment Task (test) in their first attempt, they will be able to undertake a second (different) test the following week to attempt to achieve a higher grade, if they choose to do so. If the student does achieve a higher grade on the second attempt, this result will be recorded on the academic report. The same process will apply to Common Assessment Tasks relating to the production of a major assignment.

The College aims to ensure all students across Years 7-10, have every opportunity to achieve the best result they possibly can, if they are willing to dedicate the extra time and effort that is required.

Unfortunately the VCAA regulations stipulate that Year 11 and 12 students are unable to be involved in the School Improvement Tests in order to improve their grades. Students in VCE need to be aware that they are unable to change their original grade on a SAC, however in circumstances where their original grade is below 50% on their improvement SAC for the purposes of achieving a satisfactory (s) result for the subject, evidence of their understanding of the key skills is required.







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