

The students at Irymple South Primary School (ISPS) achieve high academic success, which has been reflected in our ongoing NAPLAN data and school-based formative and summative assessment practices. This is a reflection on the culture of high-quality teaching and learning and a high level of collective efficacy. This teaching and learning outline provides an insight into the culture, curriculum and classroom practices at ISPS. *Our mission is to empower every student to reach their full potential academically, socially and emotionally through quality learning experiences every day in a safe, supportive and thriving environment.*

The school follows the Victorian Curriculum which sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

Framework for Improving Student Outcomes (FISO)

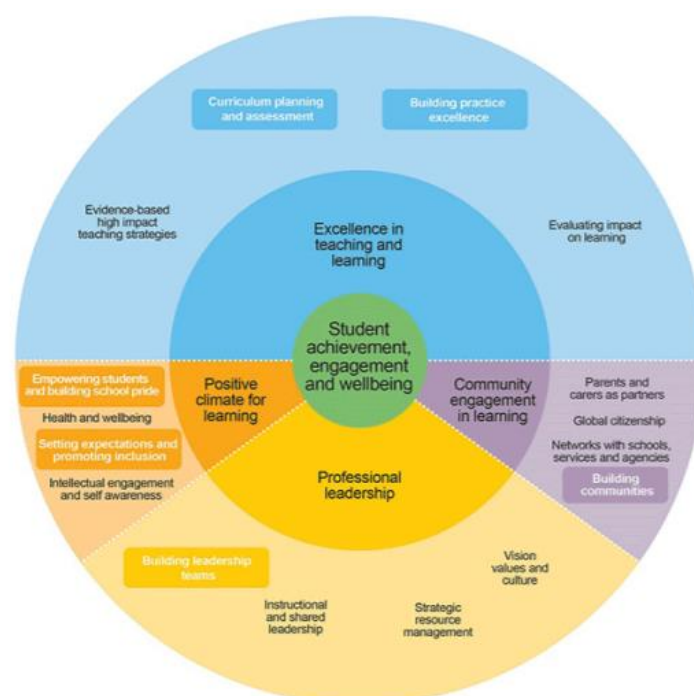
FISO is the Victorian Government’s framework for improvement and was developed to increase the focus on **student learning** within schools. FISO’s Improvement Model (**Fig. 1**) has four priority areas (represented by the four main colours).

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning

Each priority has four dimensions (sixteen in total) and six of these dimensions have been identified as high-impact improvement initiatives that will make the greatest difference at a whole school level.

At ISPS all of our improvement efforts are focused on the four Improvement Priorities set out in the FISO.

Fig. 1



IMPROVEMENT CYCLE



The FISO improvement cycle is used to identify areas of strength and areas of practice that need improving and to plan the right improvement strategies. The Leadership and School Improvement Team (SIT) use the cycle to guide improvement efforts at a whole school level. Teams of teachers also use the cycle to identify priority areas within specific cohorts.

Effective use of the FISO improvement cycle is a staged and continuous process. It is a collaborative approach that is flexible, disciplined and focused on improving student outcomes.

Visible Learning

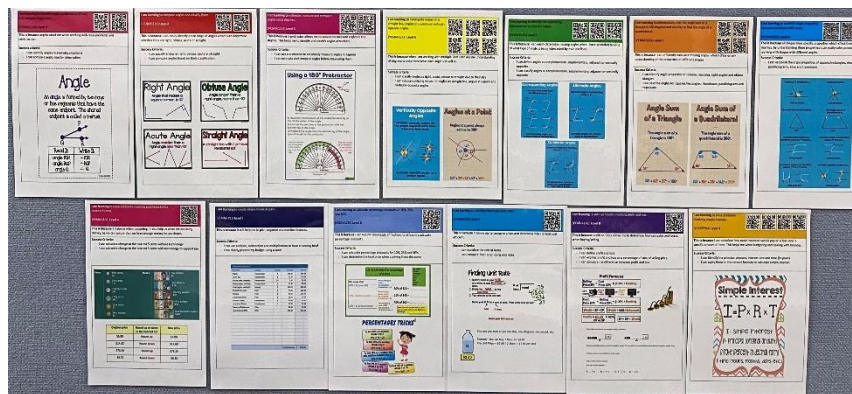
At ISPS, we pride ourselves on making learning visible. Learning intentions and success criteria are displayed in 'learner friendly' language to help our learners answer the following questions:

1. Where am I going?
2. How am I going?
3. Where to next?

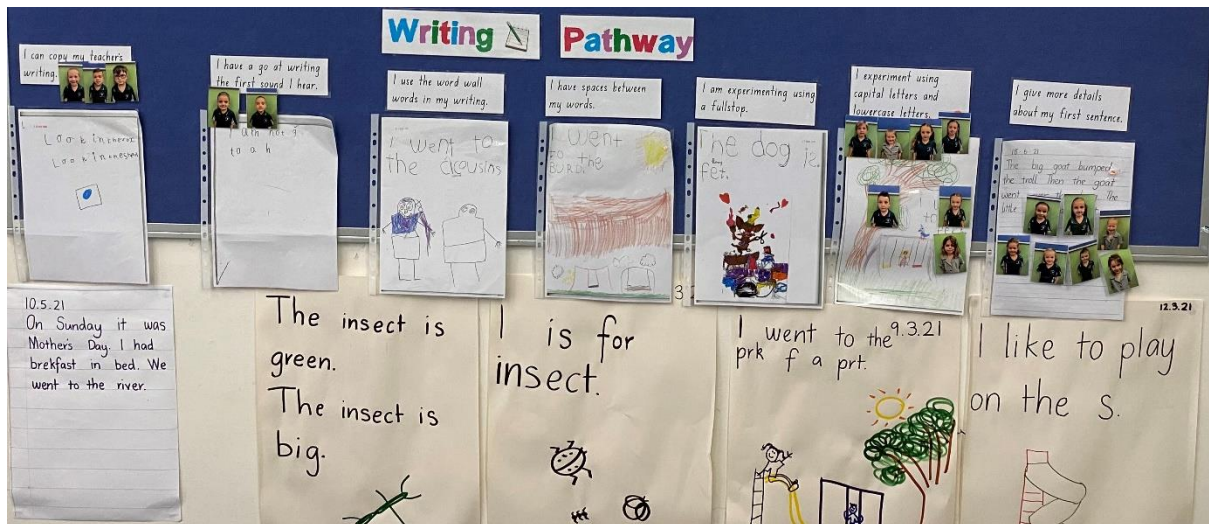
Visible Learning Sequences (**Fig. 2**) and the Visible Learning Cycle (**Fig. 3**) were developed to provide scaffolding for students to set goals, articulate what they are learning and know what their next learning steps are. Successful learners strive to use self-regulation strategies when assessing their own work, they ask questions and actively seek feedback.

Fig. 2 Visible Learning Sequences

VISIBLE LEARNING MINI GOLF - <i>by</i> Imple South Mini Golf Association	
I am learning to identify angles as measures of turn and compare angle sizes (VCMNG146) Level 3	
I am learning to compare angles and classify them. (VCNMG174) Level 4	
I am learning to estimate, measure and angles using degrees. (VCMNG202) Level 5	
I am learning to investigate angles on a straight line, angles at a point and vertically opposite angles. (VCMNG231) Level 6	
I am learning to identify corresponding, alternate and co-interior angles (VCMNG264) Level 7	
I am learning to demonstrate that the angle sum of a triangle is 180 degrees and use this to find the angle of a quadrilateral. (VCMNG262) Level 7	
I am learning to establish angle properties and solve problems with these (VCMNG293) Level 8	
I am learning to solve problems involving purchases to the nearest 5 cents. (VCMNA160) Level 4	
I am learning to create simple financial plans (VCMNA191) Level 5	
I am learning to calculate percentage discounts of 10%, 25% and 50%. (VCMNA218) Level 6	
I am learning to calculate best buys. (VCMNA250) Level 7	
I am learning to solve problems involving profit and loss. (VCMNA278). Level 8	
I am learning to solve problems involving simple interest. (VCMSP304). Level 9	



This grade 6 Maths Visible Learning Sequence contains learning intentions and success criteria, access to support materials through QR codes and WAGOLLS (examples of what good work looks like). The sequence provides scaffolding for students to understand where they're going, how they're going and the where to next.



The Prep Visible Learning Sequence above displays the writing progression, supported by 'I' statements and examples of what writing looks like at each of the stages. Students can clearly see what their writing focus is.

Fig. 3 Visible Learning Cycle



The Visible Learning Cycle runs alongside the learning sequence, providing students with the trigger points to answer the three visible learning questions; Where am I going? How am I going? Where to next?

Teachers at ISPS are continuously gathering, analysing, interpreting and using information to guide and monitor surface, deep and the transfer of learning. Transfer is both a goal of learning and a mechanism for propelling learning (Fisher, Frey & Hattie, 2016). As students transfer their learning, they become more self-regulated and deepen their own knowledge.

The ISPS Visible Learning Model (Fig. 4) highlights the conditions required to develop sufficient surface knowledge to then move to deeper understanding such that one can appropriately transfer this learning to new tasks and situations. The fourteen sub-components (Fig. 5) outline the behaviours that enhance a student's ability to move from surface knowledge to transfer their learning. The learner beliefs and skills are qualities that are essential for success at school and in everyday life.

Fig. 4

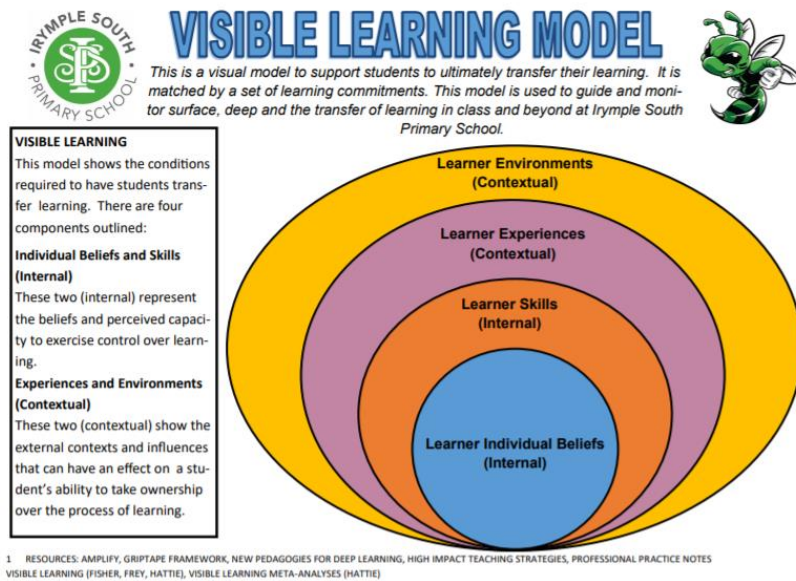
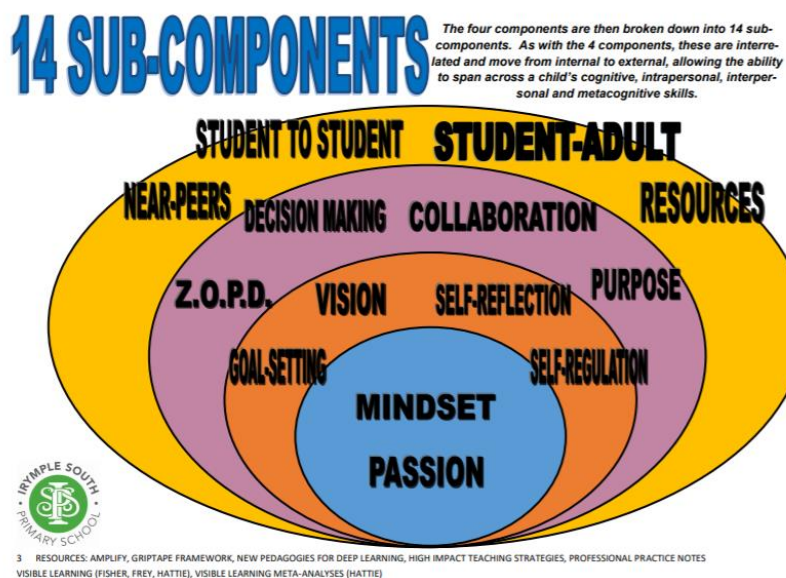


Fig. 5



High Impact Teaching Strategies (HITS)

The HITS are 10 instructional strategies that increase student learning. They emerge from the findings of tens of thousands of studies of what has worked in classrooms across Australia and the world.

Each year, as outlined in our Annual Implementation Plan, we prioritise HITS as part of an ongoing improvement cycle. Each improvement cycle is used to:

- diagnose a classroom need
- investigate a problem of practice
- identify one or more of the HITS as a possible intervention
- unpack, discuss and model the strategies
- collectively review them as part of observation rounds

Feedback, metacognition and differentiation are the HITS that we are currently focusing our improvement efforts on.

FEEDBACK

Feedback about how students are progressing is critical in the learning process. The purpose of feedback should remain constant- to progressively close the gap between present and desired performance (Hattie, 2009). Therefore, feedback relies on clearly defined goals (including learning intentions and success criteria) and on learning tasks or activities to track a student's progress towards those goals.

We provide three levels of feedback:

1. The learning task – how well the task is understood or performed
2. The process – what the student has to do to perform the task effectively
3. The student's management of their learning – planning and self-monitoring (14 sub-components).

We focus on delivering meaningful, timely feedback about skills required to complete specific tasks. Feedback is framed so that students can take specific actions to improve their performance and achievement, guiding them to the next area of focus or to a new learning objective. The Visible Learning Cycle (Fig. 3) also offers trigger points to prompt students to seek the required feedback.

At ISPS we emphasise the importance of building and maintaining a strong and caring climate in the classroom so students feel comfortable seeking feedback from peers and teachers. All staff and students are encouraged to see errors as opportunities for learning. Although the failure to accomplish something can be demoralising, with the right mindset it can also be productive, especially when it is followed with further instruction and feedback.

Feedback is not viewed as a one-way process, but as one that operates between teacher and student. Students' work, their understandings, questions, misconceptions, and errors are also feedback to teachers about their performance. This evidence supports reflection and prompts teachers to provide strategies to more effectively assist students to make progress with their learning.

METACOGNITION

Metacognitive strategies help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn.

Metacognitive strategies empower students to think about their own thinking. Awareness of the learning process enhances control over their own learning. It also enhances personal capacity for self-regulation and managing one's own motivation for learning. Metacognitive activities can include planning how to approach learning tasks, monitoring comprehension/performance and evaluating progress.

The Visible Learning Cycle (Fig. 3) is used at ISPS to provide scaffolding for students to choose appropriate strategies and tools for the learning task (planning), monitor their performance through the task and to provide evidence of success (evaluating).

A major focus is to teach students the skills of help seeking and interpreting feedback, as these skills are important for students to self-regulate. Once again, the Visible Learning Cycle (Fig. 3) provides trigger points for students to seek help and feedback.

Age is not a barrier to developing metacognitive awareness at ISPS. Recognising when one doesn't know something requires a level of metacognitive awareness, and despite the fact that younger children may have a more limited capacity to do so than older students, 'limited' does not mean not at all. Instructional routines that prompt self-questioning assist young students to notice what they do and don't know.

The ISPS [*Metacognition Continuum of Practice*](#) is used by staff to reflect on their practice, assess proficiency levels and set improvement goals.

DIFFERENTIATION

Differentiated teaching is how teachers target their instruction to extend the knowledge and skills of every student in every class, regardless of their starting point. The objective of differentiation is to lift the performance of all students, including those who are falling behind and those ahead of year level expectations. Differentiation benefits students across the learning continuum, including students who are highly able and gifted.

To differentiate effectively, teachers at ISPS use a range of data sources to pinpoint what students currently know, and what they are ready to learn next. This data is also used to identify students who may be 'at risk' and in need of supplemental support (see Response to Intervention- Fig. 7).

Teachers rely on student data to plan well-scaffolded learning sequences (Fig. 2) so that all students have a point of entry. Student data can also identify gaps in knowledge and skills that can be used for learning intervention.

Following close analysis of student data, teachers decide what to differentiate in their instruction:

- 1. Content:** what students are expected to learn

2. **Process:** how teachers will teach and how students will explore or undertake their learning. Type of instruction and activities undertaken in the lesson
3. **Product:** how the students demonstrate their learning
4. **Learning environment:** the physical and effective nature of the classroom. Classrooms should be stimulating and conducive to learning, and places where students feel valued, safe and supported to take risks to support their learning.

The ISPS [Differentiation Continuum of Practice](#) is used by staff to reflect on their practice, assess proficiency levels and set improvement goals.

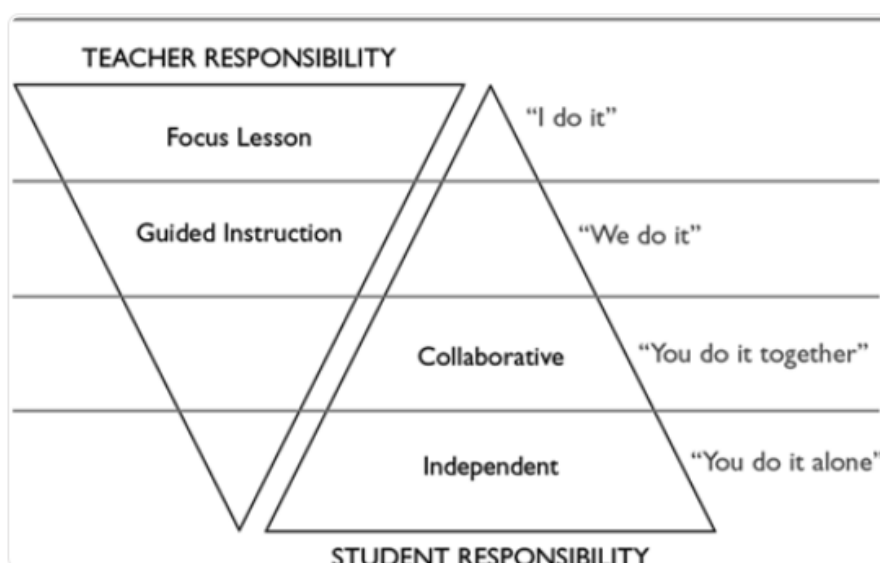
Gradual Release of Responsibility

The gradual release of responsibility model of instruction suggests that work should move slowly and intentionally from teacher modelling, to joint responsibility between teachers and students, and finally to independent practice and application by students. This model provides a structure for teachers to move from taking all the responsibility for performing a task, to a situation in which the students assume all of the responsibility.

The language that of this approach, '*I do*', '*we do*' and '*you do*' reflects the move from teacher centred to student centred learning. This model may include demonstrations, prompts, practice, think alouds, or working in groups. Our Teachers at Irymple South Primary School plan for a diverse group of learners, therefore, the gradual release of responsibility model ensures that all of our students are supported in their acquisition of the skills and strategies essential for success through effective teaching and learning.

The model below (Fig. 6) represents the roles and two-way interaction between our teachers and students which is vital to our continued success at Irymple South Primary School.

Fig. 6



Response to Intervention (RTI)

This multi-tier approach to classroom learning enables teachers to identify the abilities of individual learners and provide additional instruction to support students who are not making the expected progress.

Achievement data is used to make decisions about student's instructional needs and whether they move between intervention tiers. For example, in some cases students may benefit from tier 2 intervention. This intervention could take the form of one-on-one or small group targeted teaching.

Whole school processes such as Case Management meetings and instructional coaching provide further support for teachers to identify student's individual needs.

Fig. 7

