



# **TEACHING AND LEARNING**

VERSION 2.0

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# MISSION, VISION AND VALUES

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## Aquinas College Vision

Inspired by Gospel values and mindful of our Catholic identity, our vision is to ignite the fire of learning and shine as a beacon of excellence, hope and love in the world.

*'Illuminare et Ardere'*

## Aquinas College Mission

Our mission is to promote quality education while developing an awareness of God in our lives, the value and connectedness of all human relationships, a sense of justice, a hopeful spirit and a love of learning.

We proclaim this mission at Aquinas College by embracing six core values:

**Spirituality** - We nurture a connectedness to God and a Catholic faith that is informed by scripture, tradition and the regional parish communities.

**Belonging** - Mindful of our diverse local and global community; we are culturally inclusive and respect the dignity of each individual.

**Perseverance** - We are challenged to continually strive for excellence in all aspects of our learning.

**Compassion** - We promote the service of others through education and experiences that are based on kindness and generosity informed by Catholic Social Teaching.

**Stewardship** - We encourage our community to respond to the need for sustainability in our contemporary world in the light of the Gospel and its call to action.

**Justice** - We promote opportunity and equity through awareness and support of the United Nations Declaration of Human Rights.

# ATTRIBUTES OF AN AQUINAS COLLEGE STUDENT

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At Aquinas College we are committed to educating our students to take their place in a global environment and to view the world from multiple perspectives with an awareness of God in their lives and guided by the virtues taught by our College Patron, St Thomas Aquinas, and our College values - spirituality, belonging, perseverance, compassion, stewardship and justice.

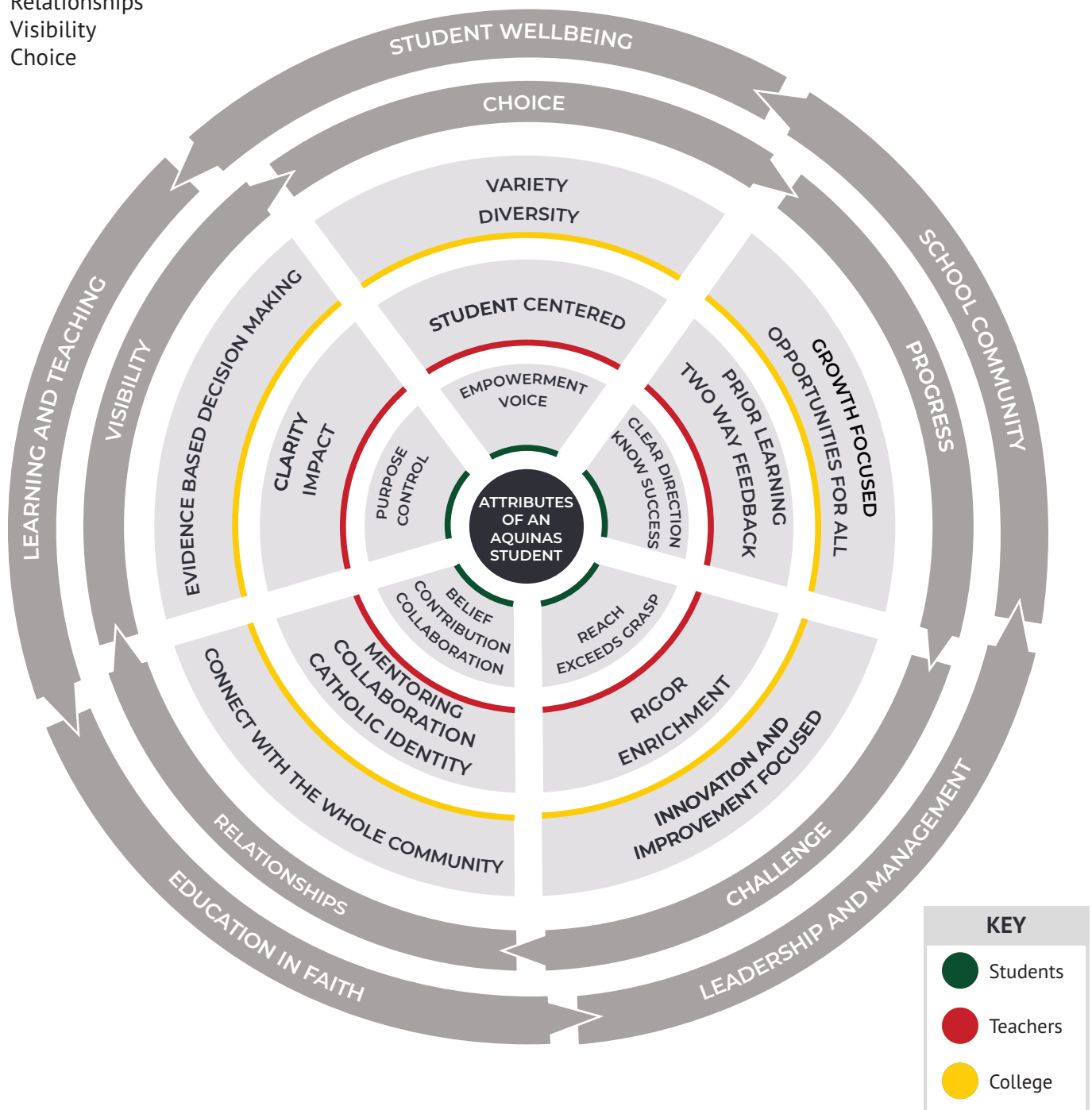
An Aquinas student will graduate as a Global Citizen with embedded competencies that embody the following attributes:

- They will be an effective communicator by being literate and numerate.
- They will be fluent in 21st century digital technology by being collaborative, creative and ethical in their use of ICT.
- They will be an inquirer with a sense of their own spirituality, social attributes and intellect to think critically and contribute in matters of global significance.
- They will be open minded, adaptable and considerate of multiple perspectives.
- They will be courageous and leave Aquinas independent, resilient and ready to participate fully in the world with respect for others.
- They will be a sustainability advocate with an appreciation of the world they inhabit and capacity to affect change both locally and globally.
- They will be health conscious and able to promote good personal and collective physical and mental wellbeing.
- Demonstrate an understanding of intercultural competencies and their importance as a global citizen.

# THE TEACHING AND LEARNING MAP

At its heart are the “Attributes of an Aquinas College student” and from these come **five segments** designed to build high quality learning opportunities for students.

1. Progress
2. Challenge
3. Relationships
4. Visibility
5. Choice



# PRIORITIES

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## For Students

- Emphasising progress
- Purposeful use of technology
- Focus on reading and writing
- Emphasising work ethic



## For Teachers

- Consistency by collaboration: contributing to a community of learning
- Challenge: All students experience challenge, success and improved learning



## For The College

- Developing a coaching culture
- Implementing Professional Learning for teacher and student improvement

# PROGRESS



**Students** can see and map their own progress. They know what success looks like.



**Teachers** build a learning relationship with students so that they are able to listen to students, recognise existing skills, guide and offer robust two way feedback.



The **College** focuses on growth, measures it against improvement priorities and uses this data to build capacity in staff and students.



“Shift the narrative from focusing on what teachers are doing to what students are learning. When educators focus on progress instead of achievement scores, they can begin to have conversations about how they can maximise their impact on student learning.”

*Visible Learning* [www.corwin.com/visiblelearning](http://www.corwin.com/visiblelearning)

Grattan Institute Report 2018, Measuring Student Progress: A State by State Report.

# CHALLENGE



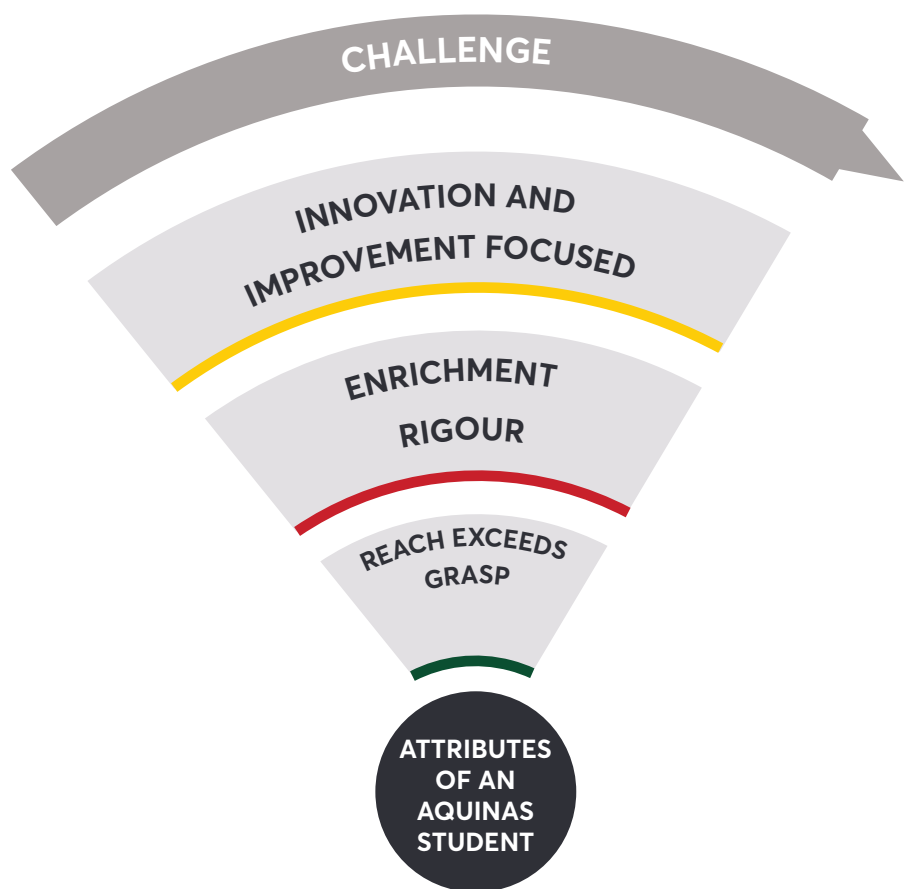
**Students** lose the fear of failure and see opportunity in new ideas and new methods.



**Teachers** provide curriculum and activities that are targeted and demanding.



The **College** grows teachers and support staff by providing opportunities for innovative practice, collaborative activities that extend teachers and students, timely, high quality professional learning and mentoring.



“People learn best when given learning opportunities at an appropriate level of challenge: beyond their comfort zone, but not so far beyond that they become frustrated and give up.”

Geoff Masters “Is Setting Higher Standards the Answer?” <https://www.teachermagazine.com.au/columnists/geoff-masters/is-setting-higher-standards-the-answer>, 5th March 2018.

# RELATIONSHIPS



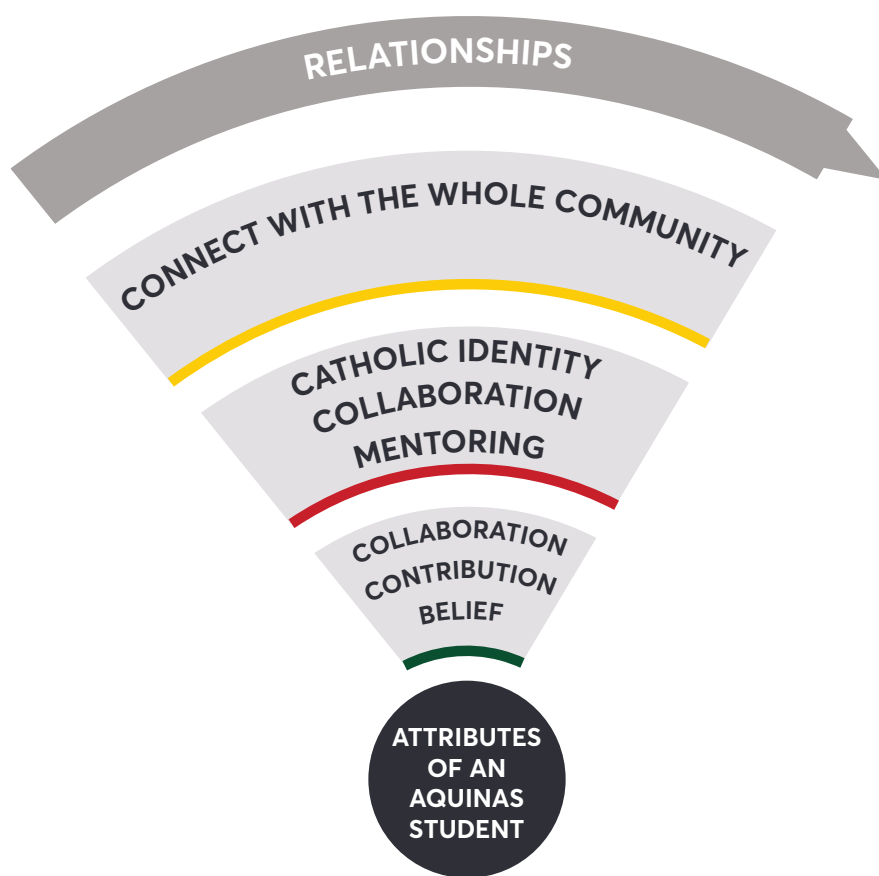
**Students** believe in each other and they know together they can become better learners.



**Teachers** understand great learners develop by building strong relationships, including understanding our Catholic identity, collaborating with each other, understanding and recognising the value of relationships.



The **College** understands that our community includes parents, students, college staff, the local and global community. Facilitating connections with these partners is a priority.



“Engaged learners have a positive sense of identity, connection with their peers and community. They are invested in learning in and beyond the classroom. This enables them to flourish and grow in confidence as curious, optimistic and inspired knowledge builders, problem solvers, conceptual thinkers and self-motivated learners.”

*Catholic Education Melbourne Horizons of Hope Foundation Document Wellbeing p5* <https://www.cem.edu.au/CatholicEducationMelbourne/media/Documentation/Documents/HoH-Wellbeing.pdf>

# VISIBILITY



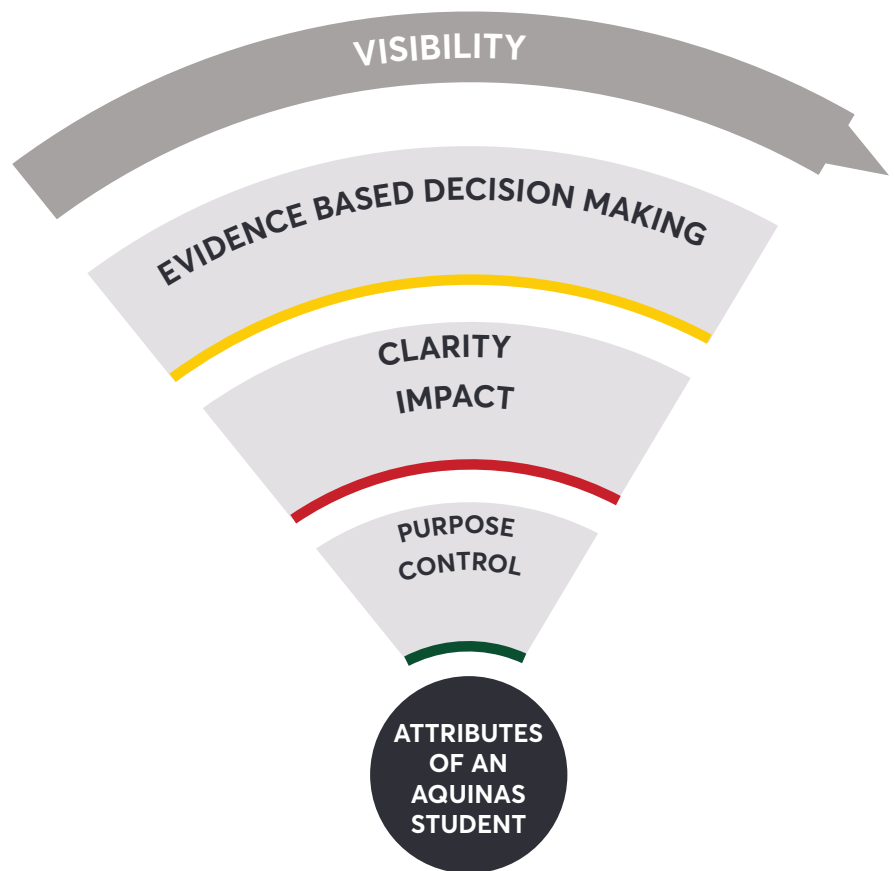
**Students** can answer where they are now as learners, where they want to be and how they will get there.



**Teachers** understand the impact of their work through discussing success, evaluating data and qualitatively evaluating the learning in their classes.



The **College** values transparency. Classrooms, curriculum, assessment, teaching practice and professional learning are visible to the community.



“When teaching and learning are visible, that is when it is clear what teachers are teaching and students are learning, student achievement increases.”

*Visible Learning* [www.corwin.com/visiblelearning](http://www.corwin.com/visiblelearning)

[The College’s explanation of Visible Learning principles is articulated in Appendix 2](#)

# CHOICE



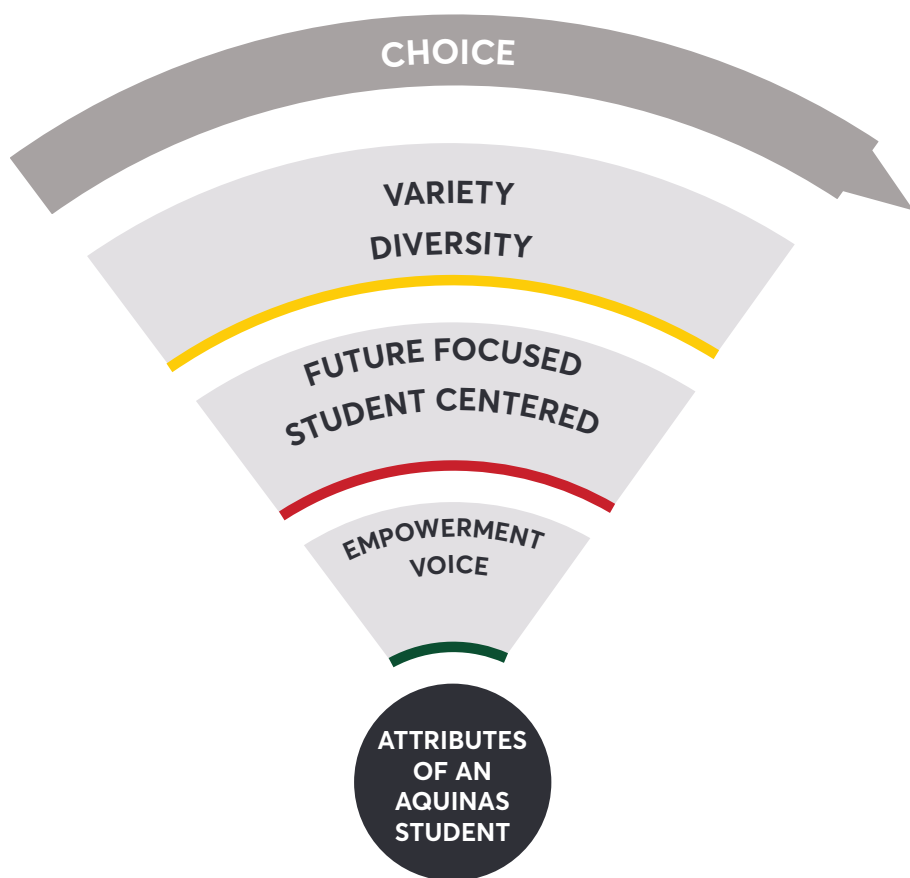
**Students** are empowered to make their own decisions and exercise their voice.



**Teachers** develop, design and target programs based on student requirements.



The **College** understands the diversity of its community, focuses on student need and provides professional support to ensure the provision of a varied and comprehensive education.



“Student voice includes students contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas, and actively participating in their schools, communities and the education system. Student voice allows students to engage, participate, lead and learn.”

*“Student Voice & the Education State: A resource for Victorian schools”*

<http://www.vicsrc.org.au/resources>

# HITS AND HIWS

## HITS: High Impact Teaching Strategies

“The HITS are 10 evidence based instructional practices that reliably increase student learning.”



[CLICK HERE](#)

## HIWS: High Impact Wellbeing Strategies

“HIWS are 7 practical, evidence-based strategies that have demonstrated a significant and positive effect on student wellbeing.”

“The HIWS are a companion to the HITS and complement effective instructional practice.”



[CLICK HERE](#)

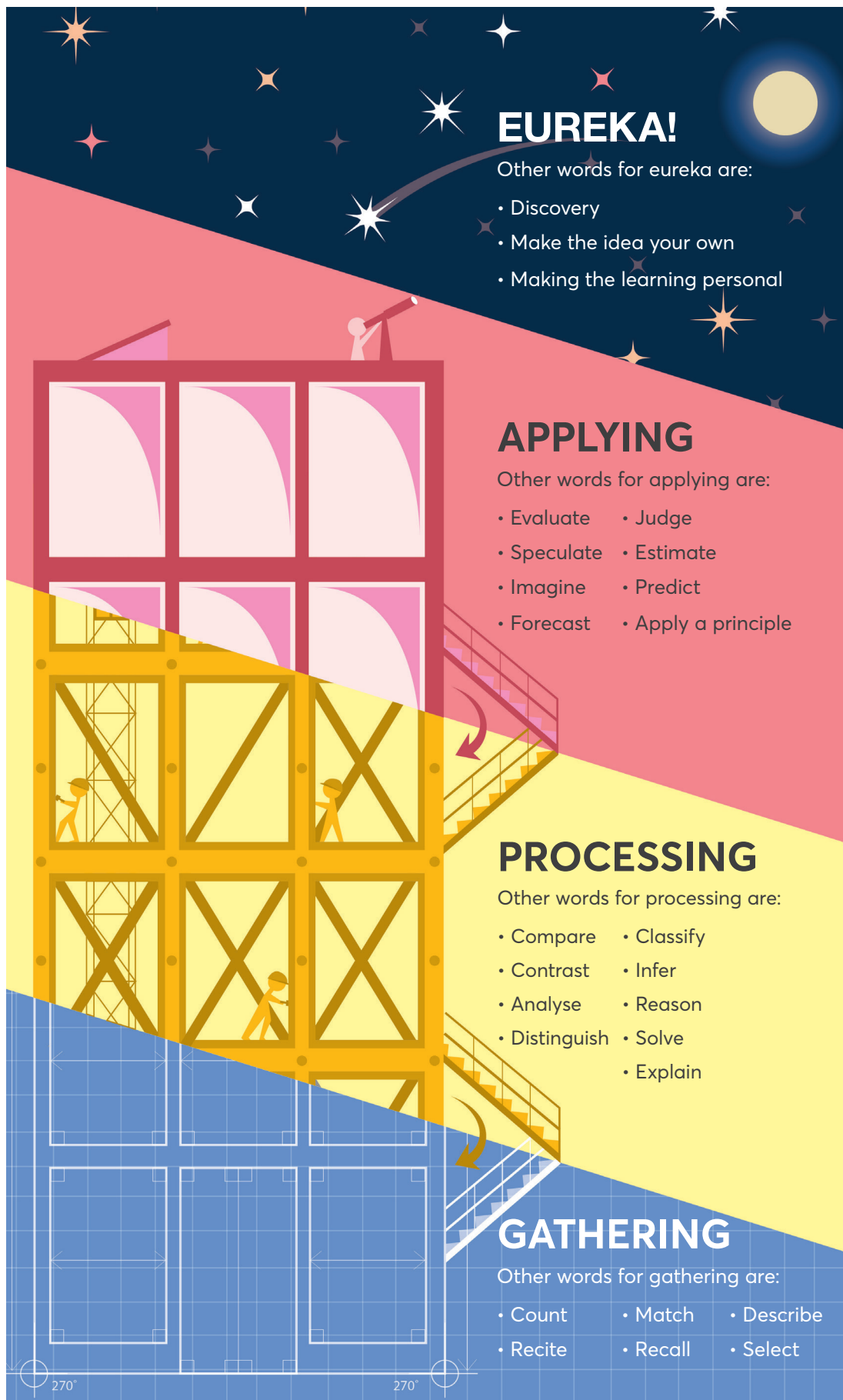
## HIWS: High Impact Wellbeing Strategies Supporting Resource



[CLICK HERE](#)

# THE THREE STOREY INTELLECT

DEVELOPING DEPTH OF KNOWLEDGE



## Command Terms

Every Year 12 subject has designated command terms designed to develop depth of knowledge.

The [Command Terms](#) can be accessed via [School Links](#)>[Student Resources](#)>[Student Learning Resources](#)

# INTERVENTION FRAMEWORK

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The MACS Intervention Framework promotes academic, behaviour and wellbeing success for all learners through the systematic implementation of early identification, strategic support and scaffolded learning. It is premised on the belief that this can be best realised when teachers work collaboratively in a team based approach.

## Process for classroom teacher and documentation in student notes

### Using 'Who is at risk?' flowchart

- **Identify** student who is struggling. Formalise concern. Implement and record strategies (3-5 weeks). **Work collaboratively** with other classroom teachers, LALs, TLs, YLLs and support services. Use Student Notes.
- **Targeted Assessment and Data analysis** - class profiles, universal assessments, pre and post testing...
- **Targeted teaching** strategies/Tier 1 interventions. Use Student Notes.

### Evaluation

What classroom strategies have been employed? What has been successful? What will you keep using? What hasn't worked so well? Why didn't it work? What needs to change? Student Notes.

### Next Steps

- **Student thriving:** continue with current strategies
- **Student has made no progress:** take next steps on 'Who is at risk' flowchart.
  - Behavioural/academic path or health and wellbeing?
  - Is a referral required?
  - Conversation of next steps with TL/YLL

### Documentation on SIMON

- Select Student Profiles
- Student Notes
- Add Note
- Category: Learning Strategies
- Access: General
- Title: Intervention Process (LA & date of note creation)

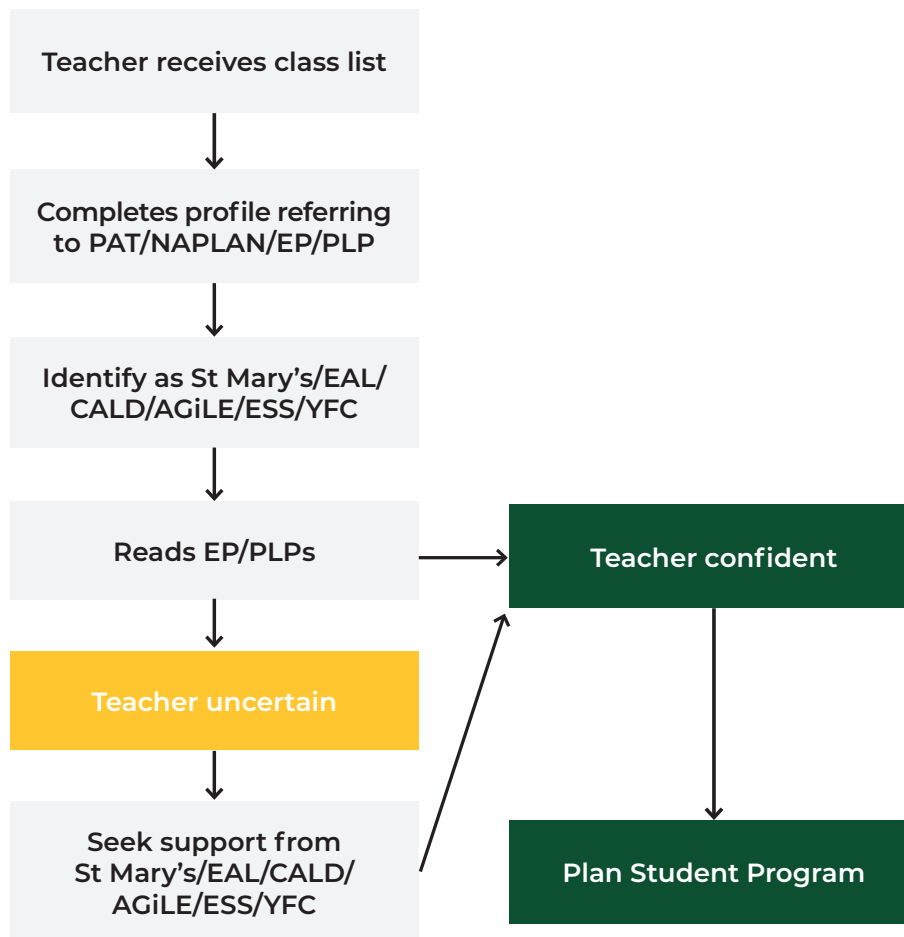
Create one note for the intervention and continue to edit during process

Use the steps in the Intervention Framework as a guide:

1. How is the student progressing? (Identification)
2. What does the data show are areas of need? (Targeted Assessment/Data Analysis)
3. What am I doing? (Targeted Teaching)
4. Is it working? (Evaluation)

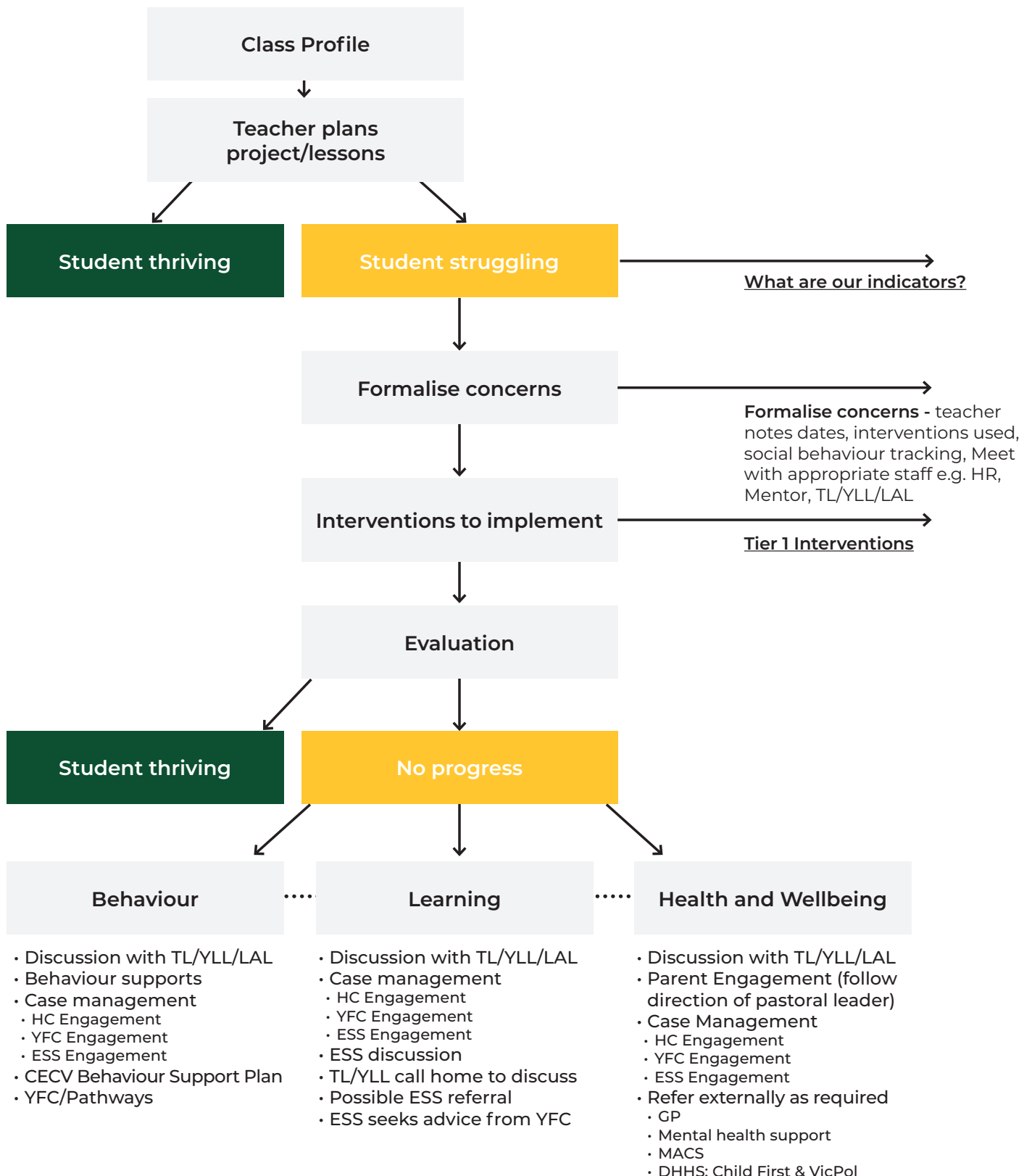
# WHO IS AT RISK? - IDENTIFIED

Flowchart for students **already identified**.



# WHO IS AT RISK? - NOT IDENTIFIED

Flowchart for students **not identified**.



# THE IMPORTANCE OF STUDENTS AND STAFF WELLBEING IN THE EXPERIENCE OF LEARNING

## THRIVE Program

(Time Management, Harmony, Responsibility, Individual Growth, Values and Empowerment)

THRIVE aims to enhance in our students:

- Emotional Regulation
- Positive Learning
- Improved Academic Performance
- Social Skills Development
- Resilience Building
- Enhanced Motivation

And we anticipate that the program will lead students to experience:

- Greater School Satisfaction
- Effective Classroom Learning
- Formation of Real Positive Relationships
- Personal Development
- Reduced Burnout



## OUR 4Rs PLAN



### REMINDER

Teacher reminds the student about classroom expectations

*'Remember our agreement about coming to class on time and prepared for work, open your book and begin the work thanks'*

*'Hey, we value being responsible for our learning, time to focus on the work thanks'*



### REDIRECTION

Teacher redirects the student from what they are doing to what they need to be doing

*'I can see that you are having some difficulty beginning the work. You need to stop \_\_\_\_\_ and begin the work thanks'*

*'Would you like some help starting the work? You can move to my desk if you like or begin now.'*



### RELOCATION

Teacher relocates the student to sit by themselves to complete the work

*'It looks like you need some time by yourself to get this work done. I need you to move to that desk and complete the work thanks, then you can move back.'*



### REFLECTION

Teacher may direct the student to further reflection

*'I need you to move to that desk and complete the "Facts, Feelings, Future" reflection sheet. I will come and help you when I am free.'*

*'I need you to stay after class so we can resolve this outside the class' learning time. Now is the time to focus on the planned lesson activities.'*



# STUDENT WORK POLICY

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## Student work Years 7 - 11

### Rationale

This document creates a single policy for all Aquinas Students.

Its key assumptions are:

- That student academic growth is dependent on consistent, regular setting and completing of work with appropriate feedback
- That the policy is based on providing continuous two way feedback
- That the most effective assessment is at the time student work is being completed
- That concerns regarding student work are best responded to by subject teachers.

This policy refers to all matters regarding the completion and submission of work by students. It describes expectations for students and teachers related to Assessment and Reporting, Classwork and Homework, Submission of Work and Authenticating Work. This policy supersedes all other College policies relating to these matters.

### Definitions and expectations

Assessment tasks refer to tasks that are set in a subject, are common to all students studying that subject and are reported on by the College at the end of the semester. In line with Australian and Victorian Government regulation and CECV guidelines to report student achievement on a five point scale, Aquinas College has collectively determined a grade scale that is employed consistently across the College.

A	B	C	D	L
100-90	89-75	74-60	59-50	<50

This scale appears on Criteria sheets and is the basis for the grade result appearing on the Semester Report. L = Low Standard. Teachers will follow processes to ensure that there is grade consistency across a subject.

Criteria Sheets/Rubrics describe what a student must demonstrate to achieve a particular grade or to be awarded satisfactory in a task. Students should be provided with specific details about any assessment process prior to the commencement of a task. Teachers will have these details prior to the commencement of a unit that will be assessed.

Cycle Plans are for students in Year 9 - 12. Cycle Plans describe the work that will be undertaken in class for the next cycle, including work in class, preparatory work, homework and, if required, assessment. There is no limit to the submission of work over the cycle.

Teachers may require as many tasks as appropriate over a cycle with as many due dates, but all students should receive this notification at the start of the cycle and it should be recorded on SIMON.

Homework Book is the single document where regular out of class work is allocated to Years 7 and 8 students in Maths, English, Science and Humanities. Languages allocate regular work as appropriate. AGILE and CLAW students receive a separate Homework Book. Time where no homework will be expected is built in to allow for completion of assessment tasks.

SIMON Learning Areas is where notifications of work, results and feedback must be displayed. This is visible to parents, students, teachers, leaders and support staff. If Learning Areas choose to use other platforms for delivery as is appropriate to a task, recording of work and progress must be visible on SIMON Learning Areas.

Homework Hub in Year 10 - 12 is where a student who is unable to or does not submit work is given the opportunity/ required to attend session(s) to complete the task or improve upon existing work outside the scheduled timetable. Please refer to the Homework Hub procedures for details.

## Key Policy Areas

### Assessment and Reporting

Consistency in assessment:

Students studying the same subject will have the same assessment task, rubric, marking scheme and feedback procedures across classes. Differentiation is an expectation and adjustment is required for AGILE and ESS students. All assessment tasks to be benchmarked or a common criteria applied. All staff teaching the subject are expected to participate in the benchmarking process and/or the development of the common criteria.

Student completes work to a Low Standard:

Students in Years 7 - 10 will be required to resit assessment tasks/complete an alternative task to show competency where the student has been awarded a score under 50%. The original score is recorded for the task and reporting of assessment. The comment on the task will acknowledge this. A resit will be completed within a two week period from the original task as directed by the teacher.

Feedback on SIMON:

Submission of an assessment task will be acknowledged on SIMON within 24 hours of completion. A rubric and/or criteria sheet for each assessment task is completed and visible on SIMON within a two week period following task submission.

## Homework

Students studying the same subject will have the same homework.

Teachers will set homework in advance via cycle plans in Years 9 - 12 and the Homework Book in Years 7 and 8. All homework will be planned and purposeful. Students will understand the reasons for such work as per Visible Learning principles. Differentiation is an expectation and adjustment is required for AGILE and ESS students. Teachers will mark off work that has been submitted on SIMON within 24 hours of submission. Marking and feedback will be within 2 weeks. Please refer to Learning Area Feedback on SIMON guidelines.

## Submission of work

As part of the Student Work Policy all tasks, both homework and assessments, should be visible on SIMON. Students will know in advance what is expected of them, how it is to be submitted and what teacher feedback will be given on the work. Where practical, Assessment Tasks should be completed in class.

Assessment Tasks that are likely to be of a low standard or not submitted should be dealt with by communicating with home in a two or three step process. At each of these steps it is hoped a student would remedy the situation.

1. Level 1 Letter of Concern is notification that a student has not submitted a task, submitted incomplete work or is performing below expectation.
2. Level 2 Letter indicates that the student is at risk of being graded as Not Satisfactory and confirms Low Standard for completion of an Assessment Task or Not Submitted (and the steps to rectify this)
3. Level 3 Letter is for Senior Years only. It is a notification of an 'N' and identifies the expectation for a panel to take place.

In the SYs, a student can only receive an N if the above process has been followed and the student has not met the requirements of the Outcome. The confirmed result of N is only awarded when the student has not met the requirements of the Outcome, despite the opportunity to redeem. A panel process will follow.

Students who do not submit work may be required to remain at school to complete work. The time lapse between due date and end date is maximum 3 days. Student will lose 10% for each day the task is overdue to the maximum of 3 days. After the end date, work not completed by students will be marked as Not Submitted. Students will be given Not Submitted (NS) for the task. The student is still expected to submit the work to receive an S. The task will then be given a score of 0.

## Homework:

The time lapse between due date and end date is 3 days. After the end date, work not completed by students will be marked as Not Submitted.

Communication to home regarding homework should use the Level 1 Letter of Concern (Middle Years Letter of Concern Homework - Class Task) described below (see flow chart). Students in Senior Years who do not submit homework will be expected to attend Homework Hub sessions after school.

## Authenticating work

Students should be aware, prior to the commencement of a unit:

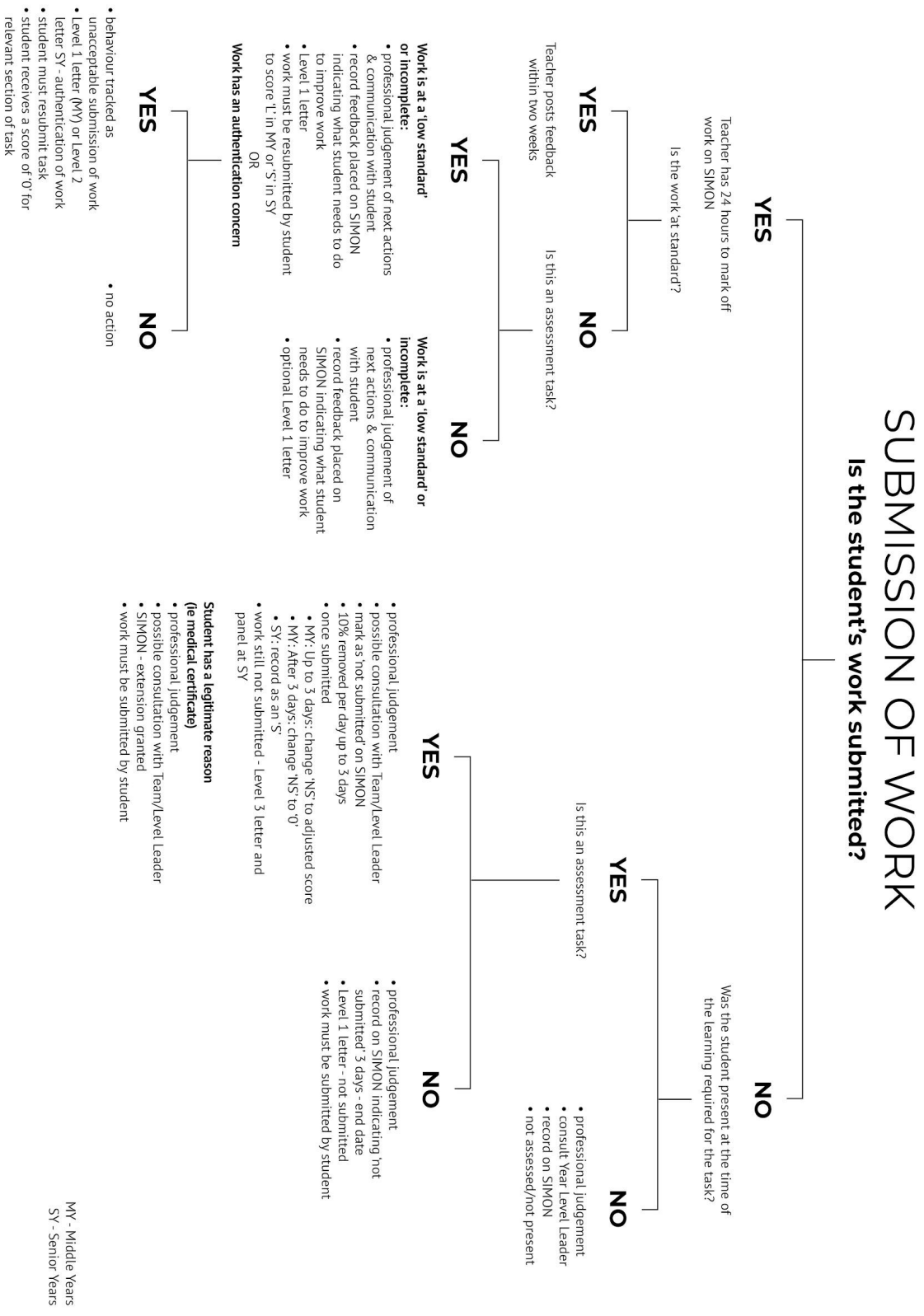
1. What is authentic work including the appropriate use of AI
2. Referencing in a Learning Area - standard referencing system (APA)
3. The outcomes should work be judged not to be the work of the student.
4. Common, clear authentication policy and students have a copy of this.

VCAA's expectations are "One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules."

Unauthenticated assessment or homework tasks will receive a score of 0 for the relevant section of the task. Students who allow other students to copy their work will also receive a score of 0 for the relevant section of the task. The unauthenticated work will be considered as Not Submitted and the task will still need to be completed:

1. Behaviour tracked
2. Level 1 Letter sent to parents of students in Middle Years. Level 2 Letter for Senior Years.
3. Interpreted as 'Student does not complete work' (see flow chart).

Submission of work flow chart



MY - Middle Years  
SY - Senior Years

# EDUCATIONAL SUPPORT SERVICES

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## LA Requirements

Teachers should expect to have a number of students in each of their classes with a disability (physical, social or intellectual) that impacts their education.

As per Aitsl standards ([aitsl.edu.au/teach/standards](https://aitsl.edu.au/teach/standards)), teachers need to ensure:

### 1. Know students and how they learn:

#### 1.1 Physical, social and intellectual development and characteristics of students

- Be familiar with students in your class with additional learning needs using Educational Support Services (ESS) Masterlist on SIMON (contact ESS staff for assistance)
- Ensure you understand the information provided and the adjustments identified in the student's Education Profile (EP) or Personal Learning Profile (PLP)

#### 1.5 Differentiation:

- Liaise with ESS staff to differentiate class tasks and assessments as required
- Differentiated tasks must be uploaded to SIMON/ Google drive for audit purposes
- Adjustments to assessments tasks (including adjusted rubric) must be noted in SIMON, using the 'Modify' button when giving feedback (this transports directly into the reporting system). All work to be dated.
- **ESS folder on SIMON homepage:** For students completing tasks at a different curriculum level, a copy of the COMPLETED adjusted task must be added to the relevant student folder.
- **Student Notes on SIMON:** Reduced workload and/or homework load (volume and content) with a focus on key skills and knowledge - eg fewer questions, paragraphs rather than essays. These adjustments must be recorded under Student Notes.

#### 1.6 Strategies to support full participation of students with disabilities

- Know students that you teach on ESS Master List available through ESS Folder link through SIMON Homepage
- Document evidence of required adjustments in the EP/PLP
- Teachers are encouraged to use the 'Notes' function of SIMON to record their adjustments

#### 3.1 Establish challenging learning goals

- Create SMART goals in consultation with ESS to be included in PLP

#### 3.2 Plan, structure and sequence learning programs

- When planning, work collaboratively with LSOs and LSTs

#### Assessment and Reporting:

Modified (CLAW)- working at a lower curriculum level. Task is significantly altered. These students cannot be marked at standard.

Adjusted- same level of work as peers, change in word count, scaffold, sentence starter, typed, scribe, less questions.

These students would be likely to be marked at standard (possibly 6 months behind but this is 'at standard'). This may also include non ESS students who have been absent from school for a variety of reasons.

Any adjustment has to be accepted in writing from parents (MACs directive).





Teaching and Learning V2.0