



THE RIVERINA
ANGLICAN COLLEGE

Learning Outcomes



LEARNING OUTCOMES

At The Riverina Anglican College our focus and passion is teaching and learning. As such, we have the Learning Outcomes at the core of all we do in each subject area. Our Learning Outcomes focus on how children learn. It refers to the skills, routines and practices that children use to engage in learning.



Each of the Learning Outcomes will be measured against 5 possible descriptions – much like the academic measurement of A – E. These are:

Learning Outcome Descriptions	
A	Outstanding
B	Working beyond stage
C	Stage appropriate
D	Developing
E	Needing support

Stage refers to the grouping of Year Levels:

Early Stage 1	= Kindergarten
Stage 1	= Year 1 and Year 2
Stage 2	= Year 3 and Year 4
Stage 3	= Year 5 and Year 6
Stage 4	= Year 7 and Year 8
Stage 5	= Year 9 and Year 10
Stage 6	= Year 11 and Year 12

Our Learning Outcomes incorporate social, emotional, behavioural, and cognitive self-regulation to inform our pedagogical practices to support the development of these core skills. This domain also includes initiative, curiosity, and creativity. Supporting our student's skills in this domain helps them acquire knowledge, learn new skills and set and achieve goals. They learn to successfully navigate and conquer learning experiences that are challenging, frustrating, or simply take time to accomplish.

How students at The Riverina Anglican College engage in learning influences their development in all areas and directly contributes to success in all aspects of school life.

LEARNING SKILLS

An essential aspect of becoming a successful learner in all subject areas is developing the ability to self-regulate in a wide range of situations. Secondary school students draw on emotional and behavioural self-regulation skills in many ways. They develop different coping strategies to manage feelings when engaging with their peers and when following classroom and learning expectations. This emerging and evolving ability for students to manage emotions and behaviour facilitates more positive engagement in learning activities.

Our students develop cognitive self-regulation skills. These skills include sustained attention, impulse control and agility in thinking. A related skill at this stage of our student's development is working memory - the ability to hold information and manipulate it to perform increasingly complex tasks. Executive functioning skills are present as our students draw upon their curiosity, persistence, and creativity to gather information and solve problems. The broader list of skills that will be assessed each reporting period is listed below. Issues that have been previously addressed in the Personal Profile will be part of the Teacher Comment for each subject.

Skill	Skill Cluster	Overall Expectation for Stage Level				
		A	B	C	D	E
Communication	Communication					
	Collaboration Skills					
Self-Management	Organisation Skills					
	Affective Skills					
	Reflection Skills					
Research	Information Literacy Skills					
	Media Literacy Skills					
Social	Collaboration Skills					
	Working Effectively with Others					
Thinking	Critical Thinking Skills					
	Creative Thinking Skills					
	Transfer Skills					

LEARNING OUTCOMES EXAMPLE

The chart explains the Learning Outcomes expectation system used: A Year 8 student who is working at a Stage Appropriate level for Thinking Skills is meeting expectations

Skill Levels				
Outstanding (A)	Working Beyond Stage (B)	Stage Appropriate (C)	Developing (D)	Needing Support (E)
Performs skill – almost flawlessly	Performs the skill and shows others how to use the skill	Demonstrates the skill when asked	Copies others who use the skill	Beginning to understand and observes others perform the skill from teacher
Performs skill almost flawlessly - independent of instruction	Uses skill without scaffolding	Uses skill with minimal scaffolding	Uses skill with some scaffolding and some guidance	Needs high levels of scaffolding
Performs skill – almost flawlessly	Performs skill at a high level. Errors are corrected independently	Corrects errors with some guidance	Conscious of performing the skill and identifies errors and corrects them with guidance	Errors are frequent
Performs skill in all contexts – almost flawlessly	Uses skill in unfamiliar content and context	Uses skill in a different content or in a different context	Uses skill only with known content and context	N/A

SKILL CATEGORY COMMUNICATION

Skill Group Communication Skills	Skill Category: Communication					
	Skills in Group	A	B	C	D	E
How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction	Use a range of speaking techniques to communicate with a variety of audiences					
	Use appropriate forms of writing for different purposes and audiences					
	Use intercultural understanding to interpret communication					
	Give and receive meaningful feedback					
	Negotiate ideas and knowledge with peers and teachers					
	Be an active listener					
	Use a variety of media to communicate with a range of audiences					
	Participate in group discussions and contribute to digital, social					
	Interpret and use effective modes of non-verbal communication					
How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information	Take effective notes and illustrations in class					
	Read critically for information					
	Make inferences and draw conclusions					
	Use and interpret a range of subject – specific terms and symbols					
	Understand and use mathematical notation					
Overall Expectation for Collaboration Skills						

SKILL CATEGORY

SOCIAL

Skill Group Collaboration Skills	Skill Category: Social					
	Skills in Group	A	B	C	D	E
How can students collaborate? Working effectively with others	Listen actively to others perspectives and ideas					
	Practice empathy					
	Manage and resolve conflict and work collaboratively in groups					
	Take responsibility for one's own actions					
	Encourage others to contribute by being open-minded and respectful					
	Give and receive meaningful feedback					
	Take on a variety role within a group					
	Advocate for one's own rights and needs					
	Delegate and share responsibility for decision-making					

Overall Expectation for Collaboration Skills					
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SKILL CATEGORY SELF MANAGEMENT

Skill Group Organisation Skills	Skill Category: Communication					
	Skills in Group	A	B	C	D	E
How can students demonstrate organisation skills? Managing time and task effectively	Arrive to class on time					
	Bring necessary equipment and supplies to class					
	Record information accurately					
	Set goals that are challenging and realistic					
	Plan short and long term assignments and meet deadlines					
	Maintain an organised materials notebook, binder, sketchbook in a chronological order					
	Keep and use a weekly planner/Agenda for assignments					
	Plan strategies and take action to achieve personal and academic goals					
	Select and use technology effectively and accurately					
	Make right choices within the stipulated time					

Overall Expectation for Organisation Skills					
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SKILL CATEGORY

SELF-MANAGEMENT

Skill Group Affective Skills	Skill Category: Self-Management					
	Skills in Group	A	B	C	D	E
How can students manage their own state of mind? Managing state of mind	Mindfulness: Practice focus and concentration; Practice strategies to overcome distractions; Practice being aware of body-mind connections					
	Perseverance: Demonstrate persistence and perseverance					
	Emotional Management: Practice strategies to overcome impulsiveness; Practice strategies to prevent or eliminate bullying; Practice strategies to reduce stress and anxiety					
	Self-Motivation: Practice analysing and attributing causes for failure; Practice positive thinking					
	Resilience: Practice “bouncing back” after adversity, mistakes and failures; Practice dealing with disappointment and unmet expectations; Practice coping with change					

Overall Expectation for Affective Skills					
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SKILL CATEGORY SELF-MANAGEMENT

Skill Group Reflection Skills	Skill Category: Self-Management					
	Skills in Group	A	B	C	D	E
How can students manage their own state of mind? Managing state of mind	Identify strengths and weaknesses of personal learning strategies through goal setting and self-assessment					
	Develop new skills, techniques and strategies for effective learning					
	Try new skills and evaluate their effectiveness					
	Consider Content: What you learned What you do not understand Questions you have					
	Consider Skills Development: What you can already do; How you can share your skills to help others who need more practice; What you can work on next					
	Consider Personal learning strategies: What you can do to become a more efficient and effective learner; What factors are important for helping you learn well					
	Consider ethical, cultural and environmental implications					
	Keep a journal to record reflections					

Overall Expectation for Reflective Skills					
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SKILL CATEGORY RESEARCH

Skill Group Information Literacy Groups	Skill Category: Research					
	Skills in Group	A	B	C	D	E
How can students demonstrate information Literacy?	Collect, record, verify, analyse and interpret data					
	Access information to be informed and inform others					
Finding, interpreting, judging and creating information	Make connections between various sources of information					
	Find and use appropriate sources					
	Present information in a variety of formats and platforms					
	Understand and implement intellectual property rights					
	Identify primary and secondary resources					
	Create references and citations and construct a bibliography according to recognised conventions					

Overall Expectation for Information Literacy Skills					
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SKILL CATEGORY RESEARCH

Skill Group Media Literacy Skills	Skill Category: Research					
	Skills in Group	A	B	C	D	E
How can students demonstrate media Literacy? Interacting with media to use and create ideas and information	Demonstrate an awareness of media interpretations of events and ideas					
	Choose and use appropriate sources and credit sources if used					
	Seek a range of perspectives from multiple sources					
	Communicate information and ideas effectively to multiple audiences using a variety of media and formats					
	Understand the impact of media presentations and modes of presentation					
	Compare, contrast and draw connections among multi-media resources					
	Make informed choices about personal viewing experiences					

Overall Expectation for Media Literacy Skills					
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SKILL CATEGORY

THINKING

Skill Group Critical Thinking	Skill Category: Thinking					
	Skills in Group	A	B	C	D	E
How can students think critically? Analysing and evaluating issues and ideas	Practice observing carefully in order to recognize problems					
	Gather and organise relevant information to formulate an argument					
	Consider ideas from multiple sources					
	Draw reasonable conclusions and generalizations					
	Revise understanding based on new information and evidence					
	Identify Obstacles and challenges					
	Formulate factual, conceptual and debatable questions					
	Test generalizations and conclusions					
	Identify trends and forecast possibilities					
	Form and justify own opinions					
	Identify different points of view					
	Use models and simulations to explore complex systems					

Overall Expectation for Critical Thinking Skills					
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SKILL CATEGORY THINKING

Skill Group Creative Thinking	Skill Category: Thinking					
	Skills in Group	A	B	C	D	E
How can students be creative? Generating novel ideas and considering new perspectives	Generate metaphors and analogies					
	Use brainstorming and visual diagrams to generate new ideas and inquiries					
	Create novel solutions to authentic problems					
	Practice flexible thinking –develop multiple opposing, contradictory and complementary arguments					
	Design improvement to existing machines, media and technologies					
	Apply existing knowledge to generate new ideas, products, or processes					
	Create original works and ideas, using existing works and ideas in new ways					
	Develop multiple strategies to solve problem					
	Ask open-ended questions					

Overall Expectation for Creative Thinking Skills					
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SKILL CATEGORY

THINKING

Skill Group Transfer Skills	Skill Category: Thinking					
	Skills in Group	A	B	C	D	E
How can students transfer skills and knowledge across disciplines and subject groups?	Make connections between subject groups and disciplines					
	Use effective learning strategies in subject groups and disciplines					
	Apply skills and knowledge in unfamiliar situations					
Using skills and knowledge in multiple contexts	Combine knowledge, understanding and skills to create solutions					
	Connect concepts to other content areas					
	Transfer current knowledge to learning of new technologies					
	Change the context of an inquiry to gain different perspectives					
	Develop multiple strategies to solve problem					
	Ask open-ended questions					

Overall Expectation for Transfer Skills					
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The Riverina Anglican College

An International Baccalaureate World School

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