

**EVIDENCE OF PROFESSIONAL PRACTICE FOR FULL
TEACHING REGISTRATION**

**INQUIRY QUESTION:
How can I support
students to be
independent and engaged
learners?**

Teacher A - Middle Years School

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Section 1: Content and Context for Student Learning

1A THE LEARNERS

See appendices 12-15 and 19-22 to show information regarding student learning.

Identify your learners	Reason for selection
<p>Student A: <i>This student is an Indigenous female, who has had academic instability in her previous educational settings due to relocation. Prior to her enrolment at her current school, she has had the assistance of a teacher's aide in the classroom to assist her in completing academic tasks. Since entering the Intensive Literacy Program in Year 7, she has demonstrated significant growth with regard to her confidence and her ability to engage in the classroom. Currently, she is performing at VicCurric level 6.5 – 7.0, which translates to a 6-12 month deficit to her year level average. Student A is on an Individual Education Plan and Koori Individual Learning Plan and has been working within the Aboriginal Art Club during the year.</i></p> <p>Student B: <i>Student B is a Caucasian male, whose learning has been impacted after a diagnosis of Attention Deficit Hyperactive Disorder [ADHD]. Throughout Year 7, it was identified that Student B was at risk of low attendance due to changes in medication for the treatment of his ADHD, and limited follow-up from Student B and his family regarding this matter. Since entering the Intensive Literacy Program, his learning has stagnated, impacted by his low attendance and infrequent use of medication. Currently, he is performing at VicCurric level 4.0 – 6.0, which indicates a 12 month – 36-month deficit to his year level average.</i></p>	<p>Student A: <i>Student A demonstrated significant improvement during the 2015 academic year. The reason she has been selected is due to her commitment to engaging in classroom learning. As she progresses, her mid-year results in both Literacy and Mathematics may determine her ability to advance from the program into a mainstream-learning environment. I believe that Student A has the ability to advance to this level, as she has demonstrated a commitment to learning and a desire to improve in the classroom. Due to this increase in commitment and motivation, I believe she has the potential to continue this growth in both the English and Mathematic domains and advance her engagement in classroom learning, resulting in the achievement of better learning outcomes.</i></p> <p>Student B: <i>Since the 2015 academic year, Student B has had low attendance, impacting on his commitment to engaging in classroom learning. As he progresses, it is anticipated that his mid-year results will show improvement with regards to his attendance and therefore potentially improve his learning outcomes. I believe that Student B has the ability to overcome the barriers that have hindered his motivation and commitment to learning, which could potentially reduce the gap between expected and actual learning outcomes. I believe that Student B will respond to consistent approaches to learning and his attendance will increase with positive reinforcement and intrinsic motivation factors, resulting in the achievement of better learning outcomes.</i></p>

1B LEARNING CONTEXT

Range of learning levels	How have you made these judgements?
<p><i>The Intensive Literacy Program is a select-entry program consisting of a maximum of 18 students or less. During 2016, this classroom consisted of 17 students, 3 of which identify as Koori and one as Torres Strait Island. For students entering this program, testing is conducted to establish their reading comprehension, oral and speech skills. If students score below their expected level (as outlined in the VicCurric framework), they are invited into the program to enhance these skills and improve their learning outcomes. Throughout the program students are tested mid-year and at the end of the academic year. Students who have shown significant growth in their learning and are deemed to have fulfilled set testing criteria may be advanced from the program into a mainstream-learning environment.</i></p>	<p><i>Both of these students, which have been selected, have been identified for the intensive literacy program. Students in this program have been identified by their local primary schools as working between one to three years below the required level for their age.</i></p> <p><i>These students have been tested during year seven and have shown levels of improvement. Using the data, which was provided, and the anecdotal notes from their year seven teacher I have concluded that both these students show potential in continuing to build their motivation and engagement during their time at the college.</i></p>

What factors affect the learning of your selected students?	What will you do to address these factors?
<p><i>Student A: Student A is a female student (Student A) Student A is from a low socio-economic background. Student A has been working within the Intensive Literacy Program throughout the past two years. Student A has built strong relationships with peers in this class but feels that her enrolment in the intensive literacy program wasn't her choice. This has affected efficacy in the classroom and at times has caused her classroom behaviour to wane. Student A has shown her ability to complete writing tasks with fluency and shows the ability to complete tasks individually with limit to no prompting. Student A can write compound sentences and brainstorm original thoughts. She is willing to attempt unknown tasks and willingly offers her opinion in group discussions. Student A is willing reader and enjoys spending time with a novel in class or during her school day. Student A shows skills to warrant an AusVELS/Vic Curric of between 6.5 and 7.5</i></p>	<p><i>As this student has shown the ability to progress through the literacy program during year seven she is familiar with the routine, she has built some skills as a writer and during this unit I will be working to continually build her skills and confidence as a writer.</i></p> <p><i>I will need to be mindful to give her praise over the next unit as her efficacy for being a part of the classroom has been dropping during the term.</i></p>

depending on the subject. Student A has worked extensively on her handwriting during the year and continues to refine her skills as a reader. Student A has been thought of for elevation during the year to a main stream classroom and again will come under consideration at the end of the year. Currently her teachers believe she is working a strong level but would like some consistency from her before she is elevated to a main stream classroom. Student A's post test results show her ability to read at the age of and from her Fountas and Pinnell testing shows her ability to read with fluency. During the last term teachers have spoken about Student A missing days with absence, as a school we have followed up this attendance issues and have no seen improvement in her GPA scores and work ethic in the classroom following this.

Student B:

Student B is a male student. Student B is from a low socio-economic status, Student B has been unable to access the schools electronic learning portal due to his IPAD being damaged during 2014. Student B often borrows a school laptop or alternatively works closely with a friend to access electronic learning in the classroom. Student B is a reluctant reader and very rarely engages in reading for pleasure, this can cause issues in the classroom with large reading passages. This has impacted both this English Language Skills and also his Mathematics and Science skills. From speaking with his other teachers, they are often working to explain tasks to him in a variety of different ways to accommodate his deficiencies as a reader. Student B has been working within the Intensive Literacy Program throughout the past two years where he has built up his competency as a learner. Student B can have troubles understanding step by step instructions if given in conversation throughout the year, instructions are best given both visually and orally in the classroom. During class Student B can be distracted easy and often zone out in classroom situations, Student B is medicated for ADHD and this allows him to have improved focus in the classroom. This has allowed student M to show improvement in his work throughout the year.

Student B has been having some issues with his attendance I will need to be monitoring his attendance during the year to show how is engagement and attendance correspond with his results for this assessment.

1C CONTENT FOR THE PROGRAM OF LEARNING

See appendices 23-27 to show examples of class activities and assessment formats.

Subject	Unit Title
Year 8 Literacy/ English	Text Study- Holes

	LESSON ONE:	LESSON TWO:	LESSON THREE:	LESSON FOUR:	LESSON FIVE:
WEEK ONE:	<ul style="list-style-type: none"> - Reading - Daily Pages -Quick Write - Inference Cornell Notes - What is a text? -Prediction - Summary 	<ul style="list-style-type: none"> - Reading - Daily Pages - Spelling Test - Introduce Holes - In depth front/back cover viewing -Blurb Summary 	<ul style="list-style-type: none"> -Reading - Characters -Grammar sheet - Read chapters 1-5 - Discussion - Summary 	<ul style="list-style-type: none"> -Reading -Daily Pages - Discussion questions (1-5) - Read chapters 5-10 - Academic Vocabulary - Summary 	<ul style="list-style-type: none"> - Reading - Daily Pages -Spelling Test - Grammar Rule- Verbs and Nouns - Cornell Notes - Summary

WEEK TWO:	ANZAC DAY	<ul style="list-style-type: none"> -Reading - Spelling - Irregular Verbs - Review Plot/ Reading WK 1 Cornell Notes - Summary 	<ul style="list-style-type: none"> - Reading -Daily Pages - Plot Structure Cornell Notes -Discussion Questions (5-10) - Read chapters 10-13 Summary 	<ul style="list-style-type: none"> -Reading - Daily Pages - Read chapters 13-18 - Cornell Notes -Summary 	<ul style="list-style-type: none"> Reading - -Spelling Test - Grammar Rule- Nouns - Cornell Notes -Nouns Worksheet - Summary
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WEEK THREE:	-Reading	-Reading	-Reading	-Reading	Reading
	Daily Pages	-Spelling Test	-Plot Structure	- Characters review	- Daily Pages
	- Reading chapters 18-24	-Review Plot/WK 2	- Discussion questions (18-24)	Character analysis Posters	-Spelling Test
	-Discussion (10-15) questions	Cornell Notes	- Reading chapter 24-30	- Summary	- Grammar Rule- Verbs and Nouns
	-Summary	- Summary	-A-Z chart		- Cornell Notes
			- Summary		- Summary

APST: 1.2, 1.3, 1.5, 2.1, 2.2, 2.5, 2.6, 3.2, 3.3, 3.4, 4.2, 4.5

WEEK FOUR:	-Reading	-Reading	- Reading	LA TROBE DAY EXCURSION	Reading
	- Symbolism	- Spelling Test	- Characters review		- Daily Pages
	Cornell Notes	- "Philosophical chairs "	Character analysis Posters		-Spelling Test
	- Academic Vocabulary	- Discussion Questions (18-24)	- Summary		- Grammar Rule- Pronouns
	-Reading chapters 30-35				- Cornell Notes
	- Summary				- Summary

APST: 1.2, 1.3, 1.5, 2.1, 2.2, 2.5, 2.6, 3.2, 3.3, 3.4, 4.2, 4.5

WEEK FIVE:	-Reading	- Reading	-Reading	- Reading	LITERACY TESTING DAY
	-Daily Pages	-Character Analysis	- Setting/Themes	-Daily Pages	
	-Lay it on the line task	-KB – TW	Cornell Notes	- Themes	
	- Reading 40-45	- Discussion Questions (30-35)	-Setting worksheet	- Cornell Notes	
		- Summary	-Summary	-Themes	
				Worksheet	
				-Summary	

1D WHAT DO YOUR LEARNERS ALREADY KNOW?

See appendices 19-22 to show information regarding prior knowledge of the students.

How have you established the prior learning of your students in relation to the content?

Using prior Literacy Data from Year Seven, I have identified that both students need to continue to work on their oral comprehension skills. This is particularly important in regards to a text study as a large amount of content will be delivered orally. I believe this will be a challenge for both Student A and Student B and something which I will need to continue to review with my students during the unit.

Speaking to their Year Seven Intensive Literacy teacher these students have completed a unit on the text "Middle School: The Worst Years of My Life" Students read the book and completed a number of associated activities examining the plot sequence, characters, themes, and settings.

He spoke to me in relation to Student A, enjoying the text but having trouble expanding her knowledge into a written assessment, and Student B missing large parts of the text due to absences and in relation struggling to comprehend sections of the text.

I have made note of both of these observations from their year seven teacher and will directly use them when setting goals for this unit of work.

Students in both year seven and eight English have completed narrative writing in term one. This has given students an ability to identify plot structure and sequencing. From the work done during term one, both Student A and Student B have completed a well-structured writing piece for assessment, understanding narrative and plot structure and the ability to build characters in their writing.

Prior to commencing the unit, I have completed a KWL (Know, want to know, Learnt) chart on their previous experiences of the text.

It became apparent during this task/activity that a large number of my students had already viewed the corresponding movie, and had a distinct recollection of the plot sequence.

This caused a number of students to lose motivation towards the text due to their already distinct knowledge of the content.

What can the students do well?	What needs improvement
Identify the plot and its use of narrative structure. Understand and identify the roles characters play in a narrative.	Comprehend the broader meaning from the text. Understand the morals which are apparent in the construction of the text.

1E THE STUDENT LEARNING OUTCOMES

What are the learning outcomes for your students?

- Students to build knowledge of text study (Ability to understand plot, and themes.
- Ability to find a deeper meaning of text (Moral)
- Ability to understand complex language (Language/Academic Vocabulary)
- Ability to decipher unknown parts of text. (Vocabulary/ Word Attack Skills)
- Ability to understand the themes of a text. (Explain and express themes from text. Offer original thought about themes from text)

How will the learning outcomes build on prior learning?

With consultation with the Intensive Literacy Program team, I have reviewed the data received through the first round of testing and will continue to build on the student's skills in oral comprehension. I have spoken to both Student A and Student B's year Seven teacher and reviewed some of the strategies he has used for both pre-and post-tests in 2015. These Students have built an understanding of the plot, themes, and settings of a text during Year Seven English.

How are the learning outcomes achievable and challenging?

Achievable:

The outcomes, which have been set for this unit of work, will be achievable for our students as they are building on the prior learning of the students in the classroom. These outcomes form a direct correlation to the testing in which Intensive Literacy program students (both Students A and student's B undertake (Word attack, Burt Word).

Challenging:

These outcomes will be challenging as they are set to extend the students' language skills. These could be particularly challenging for Student B. Student B has been identified as losing interest in complex task, which are unfamiliar to him.

Which students need extension?

Student A may require extension in some activities. Student A has shown significant improvement in her writing in classroom activities during the previous year's notes. As I believe she is building towards the advancement of a mainstream educational setting, I will look to her for advancement and extension during activities in the classroom.

What will you do for them?

After completion of a task students will be given informal feedback to help refine their work. Students will be then given time to refine it and review their notes to improve their work.

Students will work to build a deeper understanding of the text through the use of questioning techniques (costas levels) and promote the processing and higher order thinking.

Students will be leading group discussions involving the text to help their own understanding and the understanding of others in the classroom.

<i>Which students need support?</i>	<i>What will you do for them?</i>
<i>Student B may require assistance and support in some activities. Reviewing the notes on Student B it will be important to continue to keep him engaged in the task and offer him small successes to allow him to build his self-confidence as a learner.</i>	<i>Modelled and differentiated classroom activities.</i> <i>Scaffolded planning and construction of tasks by using prompting questions, sentence starters and rocket writing.</i>

APST: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5

Section 2: The Inquiry Question

2A IDENTIFYING YOUR INQUIRY QUESTION

<i>What is your inquiry question</i>	<i>How does it relate to the improved learning of students?</i>
<i>"How can I support students to be independent and engaged learners"?</i>	<p><i>Both Students' A and B have had issues with being engaged and focussed in the classroom.</i></p> <p><i>As a teacher, it is important to build my students skills so they can become successful learners for the future.</i></p> <p><i>It is important for my students to have the ability to work both independently and in small groups.</i></p> <p><i>Working within the Intensive Literacy Program it is important for students to build their skills in a variety of different learning activities.</i></p>

AITSL STANDARDS DESCRIPTORS: 1.2, 1.5, 1.6, 2.5, 3.3, 3.4

2B YOUR PROFESSIONAL LEARNING

Observation of Others 1			
Date	21/10/2015	Teacher/s Involved	Teacher B
What did you see/hear?			
<p><i>Students in Teacher B'S class are completing English studies today. Students have recently completed a text study on "In Ecstasy". Students are reviewing the themes, which arise during the text using each other's knowledge to work to collaborate and create and review their cornell notes. Teacher B outlined her expectations of the class early and offered students with help and assistance when required. She was able to target students who needed additional help and pair them with students who could work collaboratively with them to build their skills and knowledge. Students were able to work in small groups today allowing them to work collaboratively and share experiences and knowledge as a group. Students were each given a handout to use to build their questioning skills. The questions students were to use outlined different levelled questions in Costas levels of thinking. Teacher B had decided to give each student a role and allow the conversation to continue. Due to some of the students being absent during important parts of the text, Teacher B has allowed students to join different groups so they can feel comfortable sharing experiences and can continue to build on their knowledge.</i></p>			
What did you learn?			
<p><i>This lesson has allowed me to focus on the ways in which I group my students. Each student in Teacher B' class had a defined role, scribe, and leader, question reader and this allowed all students to feel valued and be engaged in the task. Having a leader allowed the conversation to continue when at times some students would take over. This has allowed me to see how I can differentiate and modify my questioning during lessons to best accommodate all of the students in my class.</i></p> <p><i>This lesson has given me a number of new activities, which I can add into my own lessons when required. My unit of work involves a text study and this lesson has allowed Teacher B' students to review and explore their understanding of a recently read text.</i></p>			
How does this help you address your inquiry question?			
<p><i>From viewing this lesson and speaking with Teacher B regarding my inquiry question, it has helped me understand in more explicit terms the activities which I can take into my teaching to continually engage my students. Reviewing my students, Teacher B has showed me how I can extend Student A in the role of a leader and Student B I can push to engage and review his understanding in a group activity.</i></p>			

Observation of Others 2 (optional)			
Date	27/3/16	Teacher/s Involved	Teacher C
What did you see/hear?			
<p><i>Teacher C's class is her foods technology class. She has a large number of students from my intensive Literacy program class in this elective. Teacher C has organised her class and used a routine for her students. Her class runs on this routine and allows all students to understand what is required before beginning the class. Students are engaged in the task and asking questions. Teacher Cis quick to move around the class and work with students who need assistance.</i></p>			
What did you learn?			
<p><i>I chose to come into this class to view the strategies that Teacher C has used with my students. A foods class is high intensity in which all students are at a different level. Teacher C worked with all students and used strategies to refer them back to the task when losing engagement.</i></p>			

Teacher C was also able to extend students who may have finished quickly or she identified had a passion for cooking, she was able to reaffirm her expectations to these students without them losing focus or engagement in a seemingly larger task.

How does this help you address your inquiry question?

The way in which Teacher C broke down large tasks for students who may have had trouble navigating this task was a positive. This will be something I will look to implement with Student B in my classroom to build his confidence in larger tasks. This lesson also allowed me to see how another teacher does this and the ways in which I can incorporate this into my classroom.

Teacher C was also able to extend her students when required and allowed me to see how to push my students in the classroom. I will look to do this with Student A during our unit and push her further during the unit.

Discussion 1

Date	20/4/16	Teacher/s Involved	Teacher D
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What did you discuss?

Teacher D and I discussed Student A and how she has progressed during the year so far. During our conversation, we discussed how to extend Student A in the class and Teacher D spoke of the strategies which she has used and the grouping which she has used in the class to benefit both Students A and B and the remainder of the class. Teacher D spoke about Student A's Maths levels being slightly lower than her Literacy levels and how we could improve this throughout the year. Teacher D spoke about how Student A had expressed to her, she wanted to advance through the intensive Literacy Program into the mainstream-learning environment. Teacher D spoke of using the NFA testing to complete an assessment on Student A during the year and using that information to base a judgement on through both Literacy and Numeracy.

What did you learn?

Both Teacher D and I will use the testing information from this year to build a better understanding on the student's outcomes. Teacher D was able to teach me more about my grouping in the classroom and where to position students so they achieve the best possible outcomes as an individual learner. I was able to learn more about the differences students have in both literacy and numeracy, and that both of these are keys in moving students through the advancement of the program. As a Literacy teacher, It can become important to work collaborate with your Numeracy teacher.

How does this help you address your inquiry question?

This has helped me address my inquiry question in a number of ways, working with students involved in the Intensive Literacy Program during the year has allowed me to face a number of challenges. Having this discussion with Teacher D has allowed me to focus on my inquiry question and the strategies that she used in her classroom to support students who require assistance and support in both extension activities and also focussing and engaging in the classroom. Teacher D strategies of positioning students in the classroom, and allowing them to take roles of leadership will allow me to continue to build the discussions I have in my classroom. As my inquiry question investigates the use of independent learners I will try to set some of the expectations that Teacher D has of the same students in my classroom.

Discussion 2

Date	24/4/16	Teacher/s Involved	Teacher ETeacher E
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What did you discuss?

Teacher E and I discussed the Holes unit, which we are beginning to teach to our respective Year 8 classes. Teacher E spoke about his ideas for the assessment and the changes (differentiation) which has been required for these students. As a teacher, I am concerned about the Summative Assessments, which we have planned for Terms Three and Four. Currently our students are completing back-to-back

Essay's on 'Holes' and then 'The Blindsides'. This assessment has been changed for Year 8 mainstream classes into a comparative and Teacher E and I have discussed the changes, which we wish to make. Teacher E has discussed some of the resources, which he has constructed, and how they impact the learning of our students. Most of these resources have been created for individual learners and activities which explore my inquiry question.

What did you learn?

During this conversation with Teacher E I have learnt more about my inquiry question. Teacher E has spoken in regards to building the compactly of his learners to be note takers and revises in the classroom. I have agreed with him on this point and believe it is important to teach our year 8 students these skills in preparation for year nine classes. As this is the first time Teacher E has taught this subject I was able to explain to him the timeline for progression and some of the benchmarks.

How does this help you address your inquiry question?

This discussion with Teacher E has built my own abilities in the classroom and explored some of the strategies, which I am using in the classroom to support my students to become individual learners. Student A has been working at a strong level and showed an ability to improve in the classroom, throughout the year I am looking to build her abilities as an individual learner during the year and continuing to push her towards leadership in the classroom. Teacher E's strategies to incorporate individual learning goals, and activities in the classroom will continue to benefit my classroom teaching and learning.

Other Professional Activity 1

Date	15/4/16	Teacher/s Involved	All School Teaching Staff
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What was the activity? (e.g. Triad discussion, reading, in school PD, external PD)

AVID Rigor through reading writing Collaboration:
Critical reading skills, reading, writing and collaborative activities which included the use of AVID strategies in the classroom. (External PD)

What did you learn?

During this PD, I have had the opportunity to learn about a number of activities I can use in the classroom. These activities will allow me to build my skills and offer a number of engaging activities to my students throughout my teaching.

How does this help you address your inquiry question?

This will allow me to support my students to be independent and engaged learners in the classroom. Both my students have struggled with engagement in the past and offering my students a number of different activities will keep them engaged during the unit.

Other Professional Activity 2

Date	21/7/16	Teacher/s Involved	School Teaching Staff
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What was the activity? (e.g. reading, in school PD, external PD)

Balanced Approach to Literacy in the classroom:
Critical Agenda's in Melbourne provided this PD. This activity allowed me to share my experiences with likeminded individuals. Throughout the day I worked with small groups to discuss initiatives, which are used in schools across Victoria when teaching Literacy. This was an external PD.

What did you learn?

This PD day allowed me to share experiences with other teachers. This allowed me to learn more about the strategies, which other teachers are using to engage reluctant learners in the classroom.

How does this help you address your inquiry question?

This PD allowed me to work on the strategies, which I can use in the classroom to engage my students. This gave me some different ideas, which I can work into attempting to engage my student's better in-group and independent work.

Other Professional Activity 3			
Date	Term Three	Teacher/s Involved	Teacher D/ Teacher C
What was the activity? (e.g. reading, in school PD, external PD)			
<i>Triad observation. Allowing the opportunity to view both Teacher D and Teacher C. Teacher C in the classroom has allowed me to view the ways in which they have set routines in their classroom and also built on student engagement and skills in the classroom.</i>			
What did you learn?			
<i>As a teacher, it was important for me to continue to build my skills in the classroom. Viewing experienced teachers in the classroom has given me many new ideas for my classroom. Being able to discuss their practice and learn from their classroom set ups and routines will allow me to build my knowledge as a teacher.</i>			
How does this help you address your inquiry question?			
<i>This helps address my inquiry questions through the routines and groupings in which both Teacher C and Teacher D use in their classroom. By understanding more about this I have been able to organise my action plan using groupings to build students engagement and efficacy in the classroom.</i>			

APST: 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4

Section 3: The Action Plan

3A COMPONENTS OF THE ACTION PLAN

See appendices 1-11 and 23-27 to show information regarding resources, teaching practice, activities and assessments relating to the inquiry question.

Subject	Unit Title
Year Eight English/Literacy	Text Study: Holes

Which learning resources, teaching practices and activities relate to your inquiry question?

Activities:

Daily Pages
Academic Vocabulary
Quick Writes
Cornell Notes
Discussion Questions
Philosophical chairs
Lay it on the Line
A-Z charts
Grammar/ Punctuation Sheets
Character Analysis
Discussions- Small Group/ Whole class
SRA (Silent Reading Activity)

Teaching practices:

Classroom discussion
AVID strategies
WICOR Strategies
Formative Assessments

Learning Resources:

Novels
Films

Formative Assessment

What formative assessments will you use?

Students will complete a written character analysis (attached) to complete their formative assessment.

How will you provide feedback to learners who have a disability?

All Students in the classroom setting will be given both written and verbal feedback. I will allow students to work and refine their assessment prior to the due assessment date.

Summative Assessment

What summative assessments did you use?

Students will complete a written essay for their assessment. Students will be using the skills in which they have learnt during the unit to create and write a written essay.

APST: 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5

Section 4: Implementing the Action Plan

4A PROVIDING FEEDBACK ON THE ACTION PLAN

Mentor Visits			
Dates	10/8/15 17/8/15 19/10/15	Teacher/s Involved	Mentor
Observation			
<p><u>Summary of discussions and actions:</u></p> <ul style="list-style-type: none"> - It is evident that Teacher A has a fantastic work ethic and manner as a staff member. Teacher A is reliable and always willing to collaborate with all staff. He is organised and has created thoughtful lessons that engage and challenge his students. - Due to Teacher A 's classes, he has had to make significant changes to available curriculum due to him teaching the literacy intervention class. I have witnessed Teacher A create a differentiated and engaging curriculum that allows students to be successful and keeps them motivated to learn. - Teacher A is always trying to find ways for his students to be successful in the classroom. Incorporating a range of different learning styles into his classroom - Teacher A is constantly interacting with the students and keeping them on task and engaged in the learning. He is always looking to give timely and constructive feedback - In order for Teacher A 's students at risk to engage themselves Teacher A has developed lessons that promote independent learning. This gives Teacher A the chance to roam and assist where possible. - Teacher A will often take time out of his own schedule to assist students with classwork. This will be students that may have missed classes or students trying to extend themselves - Teacher A has been an instrumental member of our school's debate club who have been very successful this year - Teacher A takes on feedback of his teaching and will often seek out the advice of experienced staff members when needed. - Teacher A uses student data to guide his teaching. He uses this data as a teaching aide to highlight key areas students need to improve. He does this through formative assessments such as pre and post testing 			
<p>Regards, Mentor – VIT Mentor</p>			

Discussion 1 (following mentor visit)			
Date	12/8/15	Teacher/s Involved	Mentor
What did you discuss? (what practice was effective, how did you support learning?)			
During this discussion, I spoke to my mentor regarding the effectiveness of my grouping and differentiation in the classroom. I was looking at building tasks, which catered for the diverse learning capabilities of my students. A number of the students in my class had differing levels of knowledge on the topic, and allowing them to work in small groups allowed to support and extend their learning. My mentor explained some additional strategies of adding stations into my classroom and possibly doing up a checklist prior to the lesson to allow the students to self-assess during the lesson. My mentor spoke about the use of DEAR in classroom as something in which he had seen in a large amount of English/Literacy classes in the past and how he found it to have a beneficial effect on the class.			
What did you learn?			
During the conversation and discussion from the mentor visit I learnt a number of new and alternative strategies in which I will look to implement with the students in the future. My conversation outlined the need to revise my learning in the classroom and my ability to differentiate in the classroom for all students.			
How does this help you address your inquiry question?			
This allows me to address my inquiry question through reviewing the ways in which I group my students in the literacy classroom. Some of the student which I am teaching have shown leadership qualities, some have also shown the ability to complete activities through the use of different learning styles and It is important in my action plan that I continue to allow all students the opportunities to have success in the classroom.			
Do any areas of your action plan need revision?			
I feel I need to continue to add in some new strategies to continue to extend my students. Through my planning and revising of my action plan I will continue to build and incorporate new activities for my students.			

Discussion 2 (following mentor visit)			
Date	17/8/15	Teacher/s Involved	Mentor
What did you discuss? (what practice was effective, how did you support learning?)			
My mentor and I discussed the opportunity to create more independent learning opportunities for my students. With my class requiring a lot of assistance he believes creating more learning experiences for students to complete independently will allow me to continue to assist students in my class who require. My mentor believes that I have to many whole class tasks in my lesson in which at times can stop me from helping students who require it.			
What did you learn?			
Through this discussion I learnt to incorporate more independent learning opportunities in the classroom. By doing this it will allow me to work with students who may need assistance with the task and also control some students lack of engagement and progression in the classroom.			
How does this help you address your inquiry question?			
This will allow me to address my inquiry question through the use of engagement in the classroom. Allowing me to plan and complete more independent learning experiences in the classroom will allow my students to build the skills and competencies necessary in their progression to the Senior Secondary College.			
Do any areas of your action plan need revision?			
I will continue to offer student independent learning tasks to cater for my students who may need extension and others who may need assistance in the classroom.			

Discussion 3 (following mentor visit)			
Date	19/8/15	Teacher/s Involved	Mentor
What did you discuss? (what practice was effective, how did you support learning?)			
Differentiation in my classroom is very important and my mentor and I spoke about how I can continue to challenge and extend my students in the classroom. In a literacy classroom, the skill of differentiation is vital. Students who may feel they are working beyond may lose engagement if not extended within their own abilities.			
What did you learn?			
Some of my students can become disengaged during a lesson if not extended. At times students may lose focus on the task at hand if they find it to easy or to challenging. It is important to find the zone of proximal development for my students so I can continue to build on my student's skills and competencies.			
How does this help you address your inquiry question?			
This directly links to my inquiry question as it outlines the ways in which I can continue to engage students in the classroom. My students who I am working with require differentiation each lesson to allow the content to become accessible for them.			
Do any areas of your action plan need revision?			
I will need to be able to reflect on the ways I differentiate larger individual tasks in the classroom.			

APST: 1.2, 2.5, 3.1, 3.2, 3.5, 3.6, 6.3, 6.4, 7.1, 7.2, 7.4

Section 5: Evaluating the Effectiveness of Practice

5A ASSESSING LEARNING

See appendices 23-27 to show assessments of student's levels of learning.

When assessing the learning for both Student A and Student B, it is important to put their learning into perspective. Both students which were selected for this inquiry question are below the expected levels. Students who participate in the Literacy Program are below the expected level in both English and mathematics. Students complete assessments, and work which is differentiated to their levels. During the unit both students showed a development of skills and knowledge around the text 'Holes', students demonstrated outcomes around genre and character analysis.

Student A showed her ability to move out from the literacy program but needs to continue to build her reading skills. Student B did miss parts of unit and only made small developments during the unit. Taking the data from Literacy Testing conducted during the year, both student's A and B made developments. In both Burt reading and Fountas and Pinnell reading, both students still sit behind in regards to their reading age and for the remainder of the year will be completing goals around reading for their future.

APST DESCRIPTORS: 1.2, 2.3, 3.6, 5.1, 5.2, 5.3, 5.4, 5.5

5B EVALUATING THE EFFECTIVENESS OF YOUR PRACTICE

Assessment

What did you learn about your students after using formative assessments?

During the formative assessment, my students had some issues building on the depth of their response. Most students were comfortable in completing the major characters (Stanley, Mr Pendanski) but students struggled recalling information about some of the minor characters in the text. Students who struggled with their writing skills had trouble completing this assessment within the time period and with the depth required.

Student A completed this assessment with strong depth and organised her assessment prior to beginning. She was able to outline all characters but left some information off on the final characters sections. Student B completed some of this assessment. The assessment showed some developed of his analysis skills but in the future, I believe he would benefit more from reviewing his notes prior to the assessment. The students who achieved the highest marks in this assessment, showed, their ability to continually review their notes and build on the knowledge, which they have learnt during class time.

What did your students learn about themselves after receiving feedback from formative assessments?

My students learnt the ability to always re read and continually ask questions when clarifying their assessments. Both my students made some attempt at completing their assessment, but in different ways. The feedback, which I offered to my students during their assessment both anecdotally and verbally, allowed them to change sections, which needed clarification during class time.

What did you learn in general about using formative assessments?

Generally, this formative assessment was standard. I needed to acknowledge that this is a literacy classroom and all students are beginning at a different level. I feel my instruction was relevant but needed some additional depth when required. I feel in the future I would look at building some revision into my writing during the unit, to allow my students to catch up and revise on the concepts learnt in the previous lessons.

Did you make any changes to your program or teaching practices as a result of feedback from formative assessments?

I would look at introducing more time into my program reviewing the in-class work during the unit. By doing this it would allow my students to review the information continually prior to their assessment. Students who missed our review lessons during the unit, were put at a distinct disadvantage when completing this assessment.

What did you learn about students after using summative assessments?

During the summative assessments, it was interesting to see my students complete a formal writing piece. It was important to acknowledge that students in this class had completed a research project in year seven and also a written essay on "Middle Years the worst years of my life". Students had seemed of the scaffolding, which was produced when completing the assessment but had not completed this form of assessment before in year seven. Some of my students had trouble using the technical terms about the text in their review.

What did your students learn about themselves after receiving feedback from summative assessments?

In the future, I would look to add more practice writing programs to build my students confidence. As a literacy teacher, we offer our students the opportunity to write in the classroom during short bursts, but I felt my students struggled with a writing task for an extended period. The students in the class, had completed NAPLAN during year seven but looking at our writing assessments during year seven students may not have been exposed to these open-ended tasks.

What did you learn in general about using summative assessments?

I learnt that students learn in a variety of different ways, this assessment was poised for students who had more of an ability to work auditory in the classroom. I need to be more mindful to set assessments for students in a variety of different learning abilities to cater for all students in my classroom.

If you teach this program again will you make any changes to your program or teaching practices as a result of feedback from summative assessments?

If I teach this program again I will look to incorporate more review for my students. I felt that during my reading I broke down the chapters and characters well but with attendance being an issue for some of the students in my class the review of the text as a whole was an issue, it was still a problem for students to review their knowledge and apply it when they had missed parts of the text.

Engagement**How has your change in practice improved your learners' engagement?**

The changes, which I implemented for the students to work in groups and in differing roles when completing this assessment, allowed my students to build their engagement in the classroom. My students enjoyed working together and sharing the load in small groups. Students were excited to take on the roles in the small group and this improved their engagement as students in the classroom.

Learning Outcomes**Did your learners achieve the expected learning outcomes by the end of the program?**

During the unit, I closely monitored my students progress through anecdotal notes and weekly pre and post-tests. Throughout the unit students progressed well and from my feedback during the unit, it was obvious that a large number of my students completed the assessment with strong and positive feedback. Student A completed the assessment well and showed her ability to write whilst projecting and applying her knowledge she has learnt from the class. Student B had missed some of the work but applied some of the knowledge, which was required to show he had progressed during the unit.

How had the level of learning increased for your learners?

From the unit, I found my students had the ability to recall different sections of plot (using the story mountain) identify the different roles characters can play in a text (protagonist/ antagonist), students built their learning working in small groups which is an important focus in the literacy classroom, students are taught to work in small groups to build the ability to learn with each other's experiences. Student A was able to recall the plot of the story, the stages of plot in relation to the text and the main vocabulary words from the text which she was able to apply into her assessment. Student B was able to identify the characters in the text and their roles in the overall story.

If there was little impact on student learning, what does this tell you about your practice and what might you try next?

For student B, there was little learning during the unit. During the unit, he missed some of the classes, which were vital to his understandings of the content and the concrete teaching moments during the session. This has told me my practice may need adjusting when I continue to build my units. I will need to offer assessments, which cater for all my students and allow them to achieve their best possible marks.

What will you do next to continue to support their learning?

For both the students, which were chosen for this assessment, and all students in the classroom, I will continue to build their writing skills through the use of daily pages, writer's notebooks and allowing my students the chance to build their competencies as writers. Students will undertake NAPLAN in year nine, prior to this; I will need to extend my students in their ability in a time writing situation. I will continue to use Pre-and Post-tests as an informal assessment in the literacy classroom.

Section 6: Gathering Other Evidence

6A EVIDENCE OF PRACTICE

See appendices 1-27 to demonstrate documented evidence of practice.

APST: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.3, 2.5, 3.3, 4.1, 4.3, 4.4, 4.5, 5.1, 5.2, 5.3, 5.4, 5.5.

6B AREAS OF PRACTICE NOT EVIDENCED

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.

During this unit, students are exposed to the racism through the characters, Kate Barlow and Sam. Sam (African American) is exposed in the local community breaking law and forming a relationship with a white female. Students do speak about racism during classroom discussions and discussion questions but not explicitly Aboriginal and Torres Strait Islander reconciliation.

Students during Year Nine terms one and two integrate aboriginal reconciliation into two English texts which students study. Students build on this learning and understand when moving into VCE units.

APST: 2.4

6C REFLECTION

Personal Reflection

What aspects of your learning could you apply to other teaching situations in the future?

Obviously with the college policies and strategies underpinning the AVID program of learning, I will continue to use the WICOR strategies in my classroom teaching, I believed I built my learning program on the student's prior knowledge and offered my students the opportunity to work on a variety of learning styles. In my classroom being a literacy teacher It is important to continually differentiate throughout the unit to allow all students the access to complete the set goals, which they have set. I have learnt during this unit that all students work at different rates and that in my classroom I need to be mindful of managing my unit for students who may have attendance issues.

How will you continue to develop your knowledge and practice?

I will continue to develop my knowledge and practice through the use of my senior teachers, I have worked closely with my mentor teachers throughout my career and believe they will allow me to continue to refine and develop my knowledge of working on the writing strategies in the classroom.

What support or professional development do you think you need to continue to develop your knowledge and practice?

In the future, I would like to continue to build my understanding of students whom I teach within my literacy classroom. A large majority of these students have encountered a differing background, have low engagement in education, or have had limited successes in education, and may have been diagnosed with a learning impairment which has impacted their success at school in the past. I believe it would be beneficial for me to attend some professional learning, which could build my competencies in skills and strategies to teach these types of students. These students are placed within the program due to their deficiencies in individual learning areas, and at times can cause issues with challenging behaviour. Speaking to experienced colleagues they expressed these skills begin to flourish more with time teaching and that It could be beneficial to continue working closely with parents/guardians and external agencies to build connections around managing challenging behaviour in the literacy classroom.

I would also be interested in attending professional development, which build my abilities in using additional strategies for students who may require additional support in reading/writing. As I am working with students within the literacy program I find it a necessity to build the competencies and skills of my students in writing to benefit my own future and also benefit my students.

APST DESCRIPTORS: 1.3, 1.5, 2.5, 3.6, 3.7, 4.3, 4.4, 6.1, 6.2, 6.3, 7.3, 7.4.

Section 7: Appendices

7A APPENDICES LIST

- Appendix 1: Adverb – Cornell Notes (Student A)*
- Appendix 2: Word Bank Writing Task (Student B)*
- Appendix 3: Their, there and they're – Cornell Notes (Student A)*
- Appendix 4: Helping Verbs (Student B)*
- Appendix 5: Creative Writing Term One – Cornell Notes (Student A)*
- Appendix 6: Story Genres – Cornell Notes (Student A)*
- Appendix 7: SRA Task (Student B)*
- Appendix 8: Daily Pages 1 (Student A)*
- Appendix 9: Daily Pages 2 (Student A)*
- Appendix 10: Daily Pages 1 (Student B)*
- Appendix 11: Daily Pages 2 (Student B)*
- Appendix 12: Literacy Testing Term One – Year 7 (Student B)*
- Appendix 13: Literacy Testing Term Two – Year 7 (Student A)*
- Appendix 14: Literacy Testing Term Four – Year 7 (Student A)*
- Appendix 15: Literacy Testing Term Four – Year 7 (Student B)*
- Appendix 16: Literacy Testing Term Two – Year 8 (Student A)*
- Appendix 17: Literacy Testing Term Two – Year 8 (Student B)*
- Appendix 18: Literacy Testing Term Four – Year 8 (Student A)*
- Appendix 19: Transition Form – Year 7 (Student B)*
- Appendix 20: Transition Form – Year 7 (Student A)*
- Appendix 21: Transition Form – Year 8 (Student B)*
- Appendix 22: Transition Form – Year 8 (Student A)*
- Appendix 23: HOLES – Symbols Task (Example)*
- Appendix 24: HOLES – Story Mountain (Example)*
- Appendix 25: HOLES – Academic Vocabulary (Example)*
- Appendix 26: HOLES – Character Analysis (Examples)*
- Appendix 27: HOLES – Essay – Assessment Task (Example)*

APPENDIX 1

STUDENT A

Student completes notes on Adverbs and begins working on spelling activities?

EQ: How do we use adverbs in our writing?

LI: Students understand adverbs

SC:

Adverbs are words which tell us more about an action.

Adverbs modify or change the meaning of an adjective.

Eg. Mike sang ^{loudly} ~~loudly~~ ^{adverb}.

* An adverb is describing a adjective

Fill in the gaps:

Yesterday was ^{Anzac} ~~anzac~~ day. It was a day to look at the past. It was very wet.

Put the following words into sentences:

Yesterday me and my family went to Wodonga to ~~play~~ ^{play} a running game in the rain and then we went to the sports ground.

Angle

Friends hello walk

Apple

angle apple build

build

computer

computer

computer rain spelling.

friends

jump

one

rain

three

• Great work, make sure you take your time to limit silly mistakes.

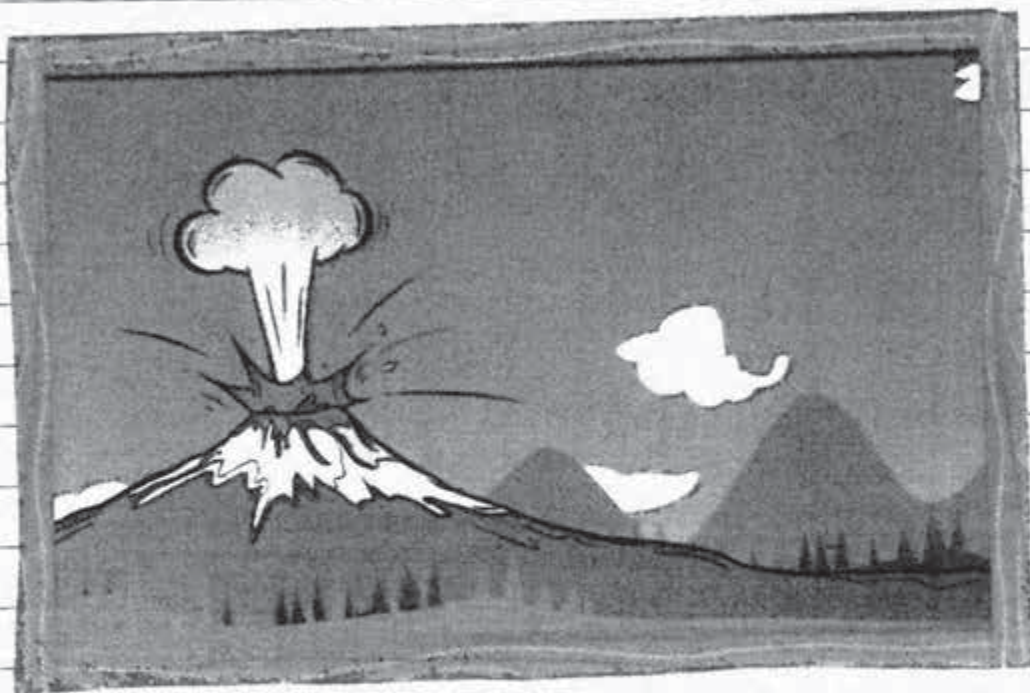
STUDENT
B

Student uses all words in
word bank to create
short story in space
provided.

Word Bank

TREES ✓
LAVA ✓
BRIGHT ✓
HAZY ✓
DANGEROUS ✓
SMOKE ✓
THICK ✓
ROUGH ✓
BLACK ✓
HECTIC ✓

One day I saw some Black smoke
in the trees. The lava so bright
my friend said it looks
dangerous, it looked hazy
the thick smell was
rough to handle we both said
that looks hectic.



• Keep building on your
& re-reading (punctuation).
Build complex sentences.

STUDENT A

student completes
cornell notes on
their, there and
they're.

EQ: How can I use ~~thier~~, ~~there~~ and ~~they're~~
in my writing.

LI: students understand ~~thier~~, ~~there~~ and
~~thier~~ they're.

SC: For today's checklist.

Their: Their has an I in it. It means
they own something.

There: There has "here" in it. It means there
is a place.

They're: They're has an apostrophe, which means
it has two words. They are.

If someone owns something
you can say ~~thier~~ their.

If I was going to a friend's
house it would be ~~they're~~ there.

- Make sure you slow down and
complete all of the set work during
the lesson.

STUDENT B

Student completes
Cornell notes on
Helping verbs

Ea What are Helping Verbs

Li Students understand Helping Verbs

SC Cornell notes - worksheet

Present tense Claire is waiting for the
Bus

Past tense Claire was waiting
for the Bus

Future tense Claire will be
waiting for the Bus

We can use Helping verbs

- Be mindful of your presentation.
- It becomes very important when
completing Interactive Notebooks.

APPENDIX 5

STUDENT A

students build skills as creative writers.

EX: What do I need to add to my creative writing.

LI: Sendenos understand the parts of a creative writing pieces.
SC:

Characters.

- * who are your characters?
- * what is there journey?

Plot.

- * what will happen at the end?
- * How will you get there.

Themes

- * Adventure.
- * what else.

Setting.

- * what is ~~the~~ your main?
- * what do you need to add in.

Summary.

In a story it's important to ~~have~~ have characters, plot, themes and a setting.

Create summary answer.

APPENDIX 6

STUDENT A

students learn about the genres

EQ: What are all the different types of ^{stories} stories?

LI: Students understand the different genres of storytelling.

SC:

genre is a style or category of art, music or literature.

What Genres of stories do you know?

Take two books off the shelf and find out the genre of it.

Rilla, ERRO and ~~maguabe~~ ~~Alisan~~ Alisan.

boy
space girl
People

evil

Topic: Ancient Rome.

EQ: What was ancient Rome?

LI: Students understand key facts about ancient Rome.

Ancient Rome.

Ancient Rome originally dated back to the 8th Century BC.

Ancient Rome formed the city we now know as Rome in Italy.

Summary.

- Well done with your planning for your short story.

Number correct		=	Percent correct
Number of questions			

Name

Part A

Circle the letter of the answer.

- In 1600 the English played a game like the modern game of
 - football
 - rugby
 - soccer
 - None of the above
- In the old English game the players moved the ball by
 - kicking it with their feet
 - hitting it with their arms
 - hitting it with their hands
 - All of the above
- To keep from being hurt, the players wore
 - special boots
 - special pads
 - arm braces
 - leg braces
- The name of the English game was
 - soccer
 - balloon
 - football
 - rugby
- The name of the game came from the French word for
 - a large ball
 - balloon
 - football
 - rugby
- The Montgolfier brothers of France invented a balloon in
 - 1600
 - 1683
 - 1700
 - 1783
- The Montgolfier balloon was filled with
 - a far larger ball
 - a huge bag
 - hot air
 - The story does not say.

Part B

Circle the letter of the answer.

- Who invented the telephone?
 - Thomas Watson
 - Thomas Edison
 - Samuel Morse
 - None of the above
- Thomas Watson stayed at home to
 - show off the new invention
 - invent the telephone booth
 - receive calls from Bell
 - The story does not say.
- Because early telephones were crude,
 - people could not call very far
 - people had to shout into them
 - they cost too much money
 - they were too big and hard to hold
- The owner of the boarding house wanted Watson to leave because he
 - hadn't paid his rent
 - made too much noise
 - was always shouting
 - Both b and c
- Watson solved the problem by
 - cutting off the telephone
 - covering up the telephone
 - talking softer
 - moving to another boarding house
- What was the result of Watson's new idea?
 - Watson didn't have to move.
 - Watson started a new business.
 - Bell sold a lot of telephones.
 - The boarding house got a new telephone.
- Watson's new idea was a kind of telephone
 - office
 - call
 - booth
 - bill

Number correct		=	Percent correct
Number of questions			

Part A

Circle the letter of the answer.

- In 1600 the English played a game like the modern game of football.
 - rugby ✓
 - soccer
 - None of the above
- In the old English game the players moved the ball by
 - kicking it with their feet
 - hitting it with their arms ✓
 - hitting it with their hands
 - All of the above ✓
- To keep from being hurt, the players wore
 - special boots ✓
 - arm braces ✓
 - special pads
 - leg braces
- The name of the English game was
 - soccer
 - balloon ✓
 - football
 - rugby
- The name of the game came from the French word for
 - a large ball
 - balloon ✓
 - football
 - rugby ✓
- The Montgolfier brothers of France invented a balloon in
 - 1600
 - 1683 ✓
 - 1700
 - 1783 ✓
- The Montgolfier balloon was filled with
 - a far larger ball
 - a huge bag
 - hot air ✓
 - The story does not say.


Name _____


Part B


Circle the letter of the answer.




- Who invented the telephone?
 - Thomas Watson ✓
 - Thomas Edison
 - Samuel Morse ✓
 - None of the above
- Thomas Watson stayed at home to
 - show off the new invention
 - invent the telephone booth
 - receive calls from Bell ✓
 - The story does not say.
- Because early telephones were crude,
 - people could not call very far
 - people had to shout into them ✓
 - they cost too much money
 - they were too big and hard to hold
- The owner of the boarding house wanted Watson to leave because he
 - hadn't paid his rent
 - made too much noise ✓
 - was always shouting
 - Both b and c ✓
- Watson solved the problem by
 - cutting off the telephone
 - covering up the telephone ✓
 - talking softer
 - moving to another boarding house
- What was the result of Watson's new idea?
 - Watson didn't have to move. ✓
 - Watson started a new business. ✓
 - Bell sold a lot of telephones. ✓
 - The boarding house got a new telephone. ✓
- Watson's new idea was a kind of telephone
 - office
 - call
 - booth ✓
 - bill

APPENDIX 8 STUDENT A

Both! Because I  want to be warm.

favourite type of lunch 
~~then~~ My favourite type of lunch is ~~the~~ taco's.

Unicycle because why not? 


Free write. What is free write really? Is it
to write freely. Is it to write about
freedom? Is it just the first one? You
know what? It's pretty the first one.
OK I just got told that I had to
~~keep~~ keep writing for 2 more minutes
so I'm going to write about random
stuff. Chocolate,  chair, books,  free
write, balloons, table, monkey.

Low stakes writing:
★ Daily Pages

APPENDIX 9

STUDENT A

Food.
ice cream
strawberry
slushies
have
pickles

Entertainment.

Chifter is my favourite because
it's like TV or Movies in real
life. Anyone can be a part of it, in
fact this is my 3rd year in
the chifter. I have done about 5
plays. I believe that it is a good
way to make new friends and
good experiences.
Cartoon.

the
and
the
re
ant
it is
it's

Strange Bob Square pants is my
favourite Cartoon. Because he is a
sponge that lives underneath water
in a pineapple with a pet snail
And he's awesome.

Sport.

I have sport. I'm sorry I just hate
all kind of sport. I really don't know which one
I have less.

Low stakes
writing: Daily Pages
"Topics
above"

yes i do believe that 14 ~~year~~ olds should get
Pocket ~~Money~~ ~~Money~~ don't get ~~any~~ Pocket Money
~~Money~~ could have \$4 ~~to~~ keep rooms
clean and put the bins out, wash dishes

low stakes writing:


Daily Pages

APPENDIX 11 STUDENT B

If You could travel to one Place in the
world ~~where~~ where would it be and why
hse to new York to see the Blizzard



Daily pages

What would a day in the rainforest
be like ~~like~~ ing, slippery, muddy squishy, I might
see birds pandas

Low stakes writing:
Daily Pages.

Year 7 Term One

APPENDIX 12

INTENSIVE LITERACY
Testing Summary

Term 1

DATE: 19/2 NAME: [REDACTED] GRADE: 7 A-TEAM C SCHOOL: [REDACTED]
HOME NUMBER: [REDACTED] PARENT CONTACT: [REDACTED] DBB: Years Months

sounds and oral

STUDENT B

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	ORAL REASONING	CASE HISTORY	MOTIVATION
L-95.78% E=10 S=3 1.483 T 3.56	39 ↓ low reading age will require assistance	8	3 ↓ Understanding Verbal instructions will need both	low		

INTERESTED PATHWAYS:

with reading tasks visual

COMMENTS:

Year 7 Term 2

APPENDIX

Term 2

INTENSIVE LITERACY
Testing Summary

DATE: 26/5 NAME: [REDACTED] GRADE: A-TEAM SCHOOL: HOME NUMBER: PARENT CONTACT: DOB: Years Months

STUDENT A

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
M-99:52% E-1 SC-2: 1/15 T 1:18	73/110	33/45	6/9 Oral Comprehension Verbal instructions to be built			
INTERESTED PATHWAYS:						

COMMENTS:

APPENDIX 14

Term 4

Year 7 Term 4

INTENSIVE LITERACY Testing Summary

DATE: 9/11 NAME: [REDACTED] GRADE: 7 A-TEAM C SCHOOL [REDACTED]
HOME NUMBER: [REDACTED] PARENT CONTACT: [REDACTED] DOB: Years Months

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
0 - 99, 12%	71/110	32/45	7/9	-		
T - 1.28	↓		Oral comprehension improvement			
S - 2 1.2	Building reading					
F - 3	to be on year 8					
C - 7	building					
INTERESTED PATHWAYS:						
COMMENTS:						

STUDENTS

Year 7 Term 4

APPENDIX 15

INTENSIVE LITERACY
Testing Summary

DATE: 9/11

NAME: [REDACTED]

GRADE: 7

A-TEAM C

SCHOOL: [REDACTED]

HOME NUMBER: [REDACTED]

PARENT CONTACT: [REDACTED]

DOB: Years

Months

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
M ~ 95-73% T ~ 3:24 SC ~ 2 1:5.5 F ~ 1 C ~ 4	40/116 ↓ Reading levels need assistance	21/45 [REDACTED]	5/9 ↓ Oral instruction			

INTERESTED PATHWAYS:

Review in 2015
[REDACTED] form 2016

COMMENTS:

STUDENT B

GRADE: 8 A-TEAM 8C SCHOOL: _____

DOB: Years 13 Months 7

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
Level L WPM: 138.0 Acc: 99.57% SC: 1:11 Time: 1:43	83 11.6 Reading Age Continual improvement	34 45	8/9 closing gap to move out of program			
INTERESTED PATHWAYS:	• Midwife → • University	• in reading				during 2016-2017
COMMENTS:						

APPENDIX 17

Year 8 Term 2

INTENSIVE LITERACY Testing Summary

DATE: 10/5/16 NAME: [REDACTED] GRADE: 8 A-TEAM 8C SCHOOL: [REDACTED]
HOME NUMBER: [REDACTED] PARENT CONTACT: [REDACTED] DOB: Years 13 Months 2

STUDENT B

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
Level L 61.10 WPM 95.02 Acc 1:37 SC	$\begin{array}{r} 39 \\ \hline 7.5 \end{array}$ Reading Age: 7.5 K	$\begin{array}{r} 22 \\ \hline 45 \end{array}$	$\frac{4}{9}$ Oral comprehension still issues.			
INTERESTED PATHWAYS: - Pizza delivery - Army.						
COMMENTS:						

Year 8 Term 4

APPENDIX 18

INTENSIVE LITERACY * Testing Summary

DATE: 18/10/16 NAME: [REDACTED] GRADE: 8 A-TEAM 8C SCHOOL: _____
HOME NUMBER: _____ PARENT CONTACT: still needs help with reading DOB: Years 13 Months 12

STUDENT A

FOUNTAS & PINNELL	BURT	WORD ATTACK	ORAL COMPREHENSION	AUSVELS	CASE HISTORY	MOTIVATION
Level M WPM: 137 Acc: 98.61% SC: 1:17 Time 1:37	81 correct answers Reading Age (11.4)	35/45 improvement for this time last year	8/9	Oral instructions		

INTERESTED PATHWAYS:

Building accuracy and fluency reading.

COMMENTS:

Confidential Student Transition Information

In confidence and without prejudice. This form is to be endorsed by a Principal or Assistant Principal.

Rate the overall need of this student			
Low	Med		High
First name		Surname	
		Male	
Current School		New School / Campus	
This student works well with these friends		Inappropriate student groupings	
Student strengths / Achievements / Interests			
is an energetic student who enjoys PE and outdoor activities. He enjoys using ICT.			
Are there any additional needs / considerations of this student? (PSD funded Y or N)			
<i>ICT - Tasks with ICT incorporated.</i> medicated for ADHD.			
What services in the community are involved?			
NA			
What internal school services have been involved?			
NA			
Academic and / or Behavioural challenges		Classroom strategies that assist / Recommendations for the new school	
<i>Break down larger tasks</i> will usually start work quickly, and can try hard in completing tasks. He can disengage quickly if he doesn't understand or if the work appears intimidating. If he hasn't taken his medication, he will have trouble following instructions. He doesn't get aggressive, however he will distract other students. <i>Medication</i>		<i>Work one on one</i> needs to be given broken down work that appears achievable to him. He benefits from one on one time and will remain on task longer. He also responds to time out side, or a run, when he hasn't taken his medication and can't remain still. <i>All cool off</i>	
SSG	Yes	No	Suspension days
IEP ILP KILP	Yes	No	Second chance / expulsion
BMP	Yes	No	Truancy / attendance issues
CAP	Yes	No	Parent engagement / support
Name	Position Classroom Teacher		Date 12/10

Interview Notes:

Confidential Student Transition Information

In confidence and without prejudice. This form is to be endorsed by a Principal or Assistant Principal.

Rate the overall need of this student

Low

Med

High

First name		Surname		Gender	
				Female	
Current School			New School / Campus		
This student works well with these friends			Inappropriate student groupings		
			<i>Writing enjoyment</i>		
Student strengths / Achievements / Interests					
<p>is creative student, who enjoys writing and drawing. She attends the Koori art and acceptance club, and really enjoys painting.</p>					
Are there any additional needs / considerations of this student? (PSD funded Y or N)					
NA					
What services in the community are involved?					
NA					
What internal school services have been involved?					
NA <div style="text-align: right;"> <i>Group tasks</i> → <i>Group work</i> </div>					
Academic and / or Behavioural challenges			Classroom strategies that assist / Recommendations for the new school		
<p>is generally a very engaged student and will work hard on completing tasks. She can get disengaged by distractions around her, and can spend time outside of the classroom unless she is held accountable for this.</p>			<p>often works best on her own, however can involve herself in group work, where she will take a leading role. She responds well to leadership positions and can act very maturely.</p>		
SSG	Yes	No	Suspension days		
IEP ILP KILP	Yes	No	Second chance / expulsion		Yes / No
BMP	Yes	No	Truancy / attendance issues		L / M / H
CAP	Yes	No	Parent engagement / support		L / M / H
Name	Jackson Keat		Position Classroom Teacher		Date 12/10

Interview Notes:

Confidential Student Transition Information

In confidence and without prejudice. This form is to be endorsed by a Principal or Assistant Principal.

Rate the overall need of this student

Low

Med

High

First name		Surname		Gender	
				Male	
Current School			New School / Campus		
This student works well with these friends			Inappropriate student groupings		
Student strengths / Achievements / Interests					
<p>is an energetic student who enjoys being with friends, playing collectives, watching Youtube videos and using ICT In the classroom.</p>					
Are there any additional needs / considerations of this student? (PSD funded Y or N)					
<p>is medicated for ADHD.</p>					
What services in the community are involved?					
NA					
What internal school services have been involved?					
NA					
Academic and / or Behavioural challenges			Classroom strategies that assist / Recommendations for the new school		
<p>will usually start work quickly, and can try hard in completing tasks. He can disengage quickly if he doesn't understand or if the work appears intimidating. If he hasn't taken his medication, he will have trouble following instructions. He doesn't get aggressive, however he will distract other students and himself from the work.</p>			<p>needs to be given broken down work that appears achievable to him. He benefits from one on one time and will remain on task longer. He also responds to time out side, or a run, quick drink can come back to the classroom composed and ready for work. needs to be reminded to stay on task and may need monitoring to complete the work set.</p>		
<p><i>Disengagement?</i></p> <p><i>Brokey task</i></p>			<p><i>Disengage?</i></p> <p><i>Brokey task</i></p>		
SSG	Yes	No	Suspension days		
IEP ILP KILP	Yes	No	Second chance / expulsion		Yes / No
BMP	Yes	No	Truancy / attendance issues		L / M / H
CAP	Yes	No	Parent engagement / support		L / M / H
Name		Position		Date	
		ATEAM Teacher		20/11	

APPENDIX 22 STUDENT A Year 8

Confidential Student Transition Information

In confidence and without prejudice. This form is to be endorsed by a Principal or Assistant Principal.

Rate the overall need of this student

Low

Med

High

First name

Surname

Gender

Female

Current School

New School / Campus

This student works well with these friends

Inappropriate student groupings

Enjoys arts

Respects work

Student strengths / Achievements / Interests

is creative student, who enjoys writing and drawing. She attends the Koori art and acceptance club, and really enjoys painting, a large amount of her art work has been presented during the year.

Are there any additional needs / considerations of this student? (PSD funded Y or N)

NA

presenting

What services in the community are involved?

NA

What internal school services have been involved?

NA

Academic and / or Behavioural challenges

is generally a very engaged student and will work hard on completing tasks. She can get disengaged by distractions around her, and can spend time outside of the classroom working. does miss some classes due to respect and art club and during year nine will need to continue to catch up with her teacher to revise work.

Enjoys

Classroom strategies that assist / Recommendations for the new school

often works best on her own, however can involve herself in group work, where she will take a leading role. She responds well to leadership positions and these need to be fostering in her future. She takes pride in her work and this has been shown in her work with respect and art club.

Independent

Leadership positions in the class

SSG

Yes

No

IEP ILP KILP

Yes

No

BMP

Yes

No

CAP

Yes

No

Suspension days

Second chance / expulsion

Yes / No

Truancy / attendance issues

L / M / H

Parent engagement / support

L / M / H

an individual

holes

NAME _____

PERIOD _____

SYMBOLS

DIRECTIONS:

For each of the six symbols, write quotes that describe it. Then think about the meaning of the symbol and explain its importance for the novel.

students build and reflect on the meaning of the symbols of the text

God's Thumb Holes.



Clyde Livingston's Shoes

QUOTES

- 1. _____
- 2. _____
- 3. _____

MEANING

- _____
- _____
- _____
- _____



The Onions

QUOTES

- 1. _____
- _____
- _____

MEANING

- _____
- _____
- _____

students may need to use knowledge prior to complete task.



The Shovel

QUOTES

- 1. _____
- 2. _____
- 3. _____

MEANING

- _____
- _____
- _____
- _____



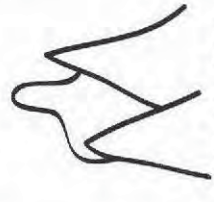
Yellow-Spotted Lizards

QUOTES

- 1. _____
- 2. _____
- 3. _____

MEANING

- _____
- _____
- _____
- _____



QUOTES

- 1. _____
- 2. _____
- 3. _____

MEANING

- _____
- _____
- _____
- _____



Holes

QUOTES

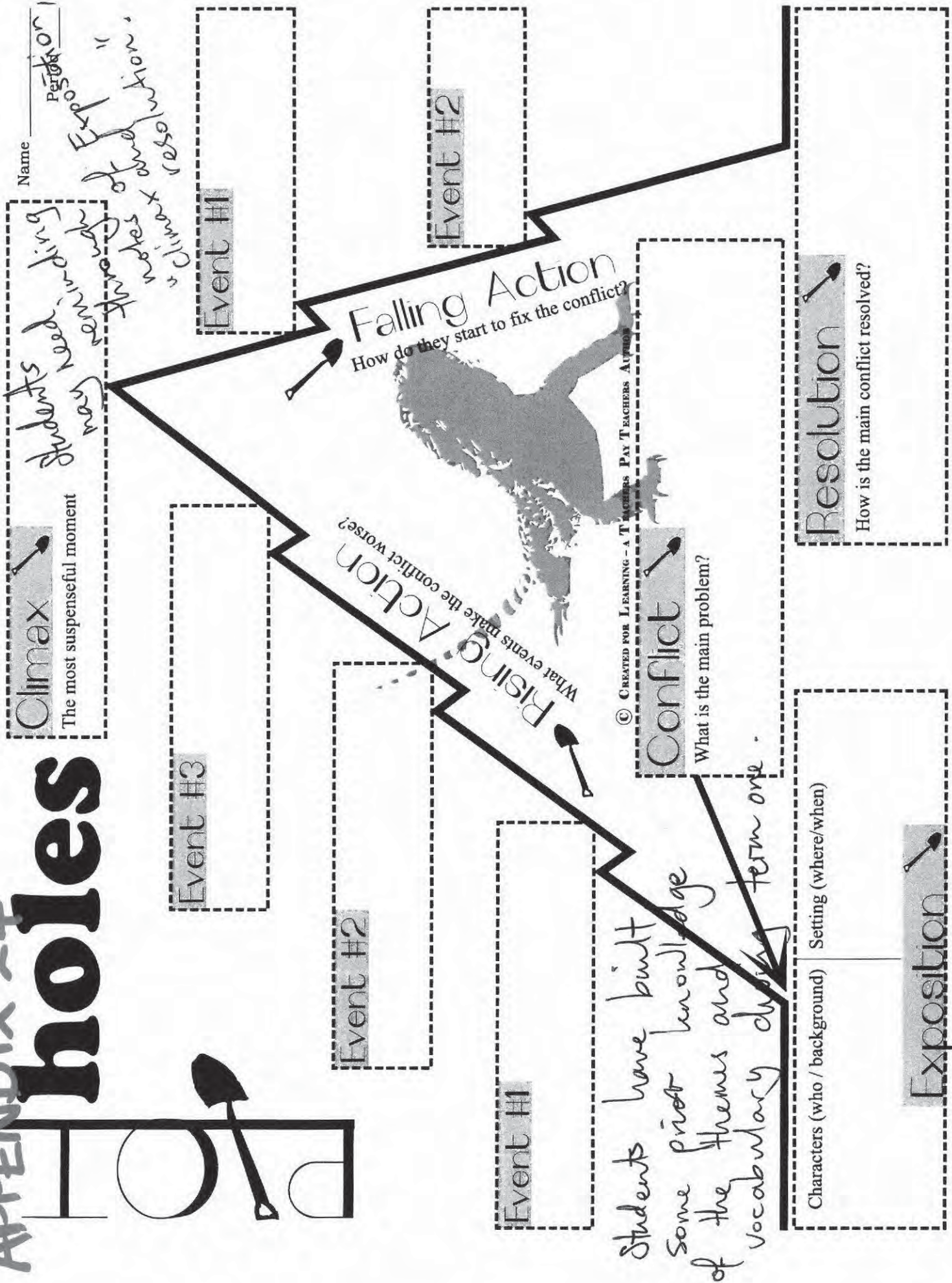
- 1. _____
- 2. _____
- 3. _____

MEANING

- _____
- _____
- _____
- _____

Students need a lot of time to think about this

holes



This task may need to be differentiated depending on students.



Stanley



Zero



holes

VOCABULARY

DIRECTIONS:

CH. 18-35

Write a definition for each word using your own words based on the context within the book. On the quiz, you will need to know how to word might be used in a sentence (not just the simple matching of definitions).

- | | | |
|----------------------|--------------------------|-----------------------|
| 1 CALLUSED (p.80) | 11 WRITHING (p.99) | 21 DRAWL (p.113) |
| 2 PENETRATING (p.82) | 12 EMERALD (p.101) | 22 VILE (p.118) |
| 3 UNEARTHED (p.86) | 13 BUSHELS (p.101) | 23 RUMMAGING (p.120) |
| 4 UNCLASPED (p.89) | 14 INCURABLE (p.102) | 24 SCRAGGLY (p.120) |
| 5 TOXIC (p.90) | 15 AFFLICT (p.102) | 25 REFUGE (p.142) |
| 6 HEARTH (p.90) | 16 GROTESQUE (p.105) | 26 DEFTLY (p.146) |
| 7 VENOM (p.91) | 17 ARTHRITIS (p.108) | 27 SYSTEMATIC (p.150) |
| 8 RECEDE (p.91) | 18 CONCOCTIONS (p.108) | 28 MIRAGE (p.152) |
| 9 AGONY (p.91) | 19 PITTER-PATTER (p.111) | 29 GRIMLY (p.154) |
| 10 DESOLATE (p.92) | 20 QUIVERING (p.111) | 30 RASPY (p.155) |

Students will this sheet as a review for their academic vocabulary.

Students will require text for this assessment.

NAME _____
 this is assessment differentiated for students in terms of scaffolding
 PERIOD _____



CHARACTERS

DIRECTIONS:

Fill up the organizer with quotes and details that show what that character is like (i.e. physical descriptions, inner desires, biggest fears, and important traits). Include the page numbers.

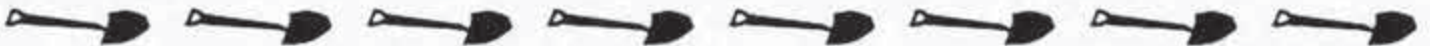
holes

physical description

inner desires

important traits

Academic Vocabulary terms



physical description

inner desires

important traits



physical description

inner desires

important traits



physical description

inner desires

important traits



physical description

inner desires

important traits



physical description

inner desires

important traits



physical description

inner desires

important traits





physical description


inner desires

important traits



	physical description	inner desires	important traits
			

	physical description	inner desires	important traits
			

	physical description	inner desires	important traits
			

APPENDIX 27



Congratulations You have completed the class novel 'HOLES' by Louis Sacher.

Now here comes the challenge..... You are to use your knowledge of the text to answer one of the following three essay questions.

You will need to make sure you write in detail, use examples from the text and answer all questions.

Your work will be due

When writing an essay remember to use TEEL paragraphs and the Hamburger model of writing (Introduction, body and conclusion)

Good luck and happy writing....

ESSAY TOPICS

- Holes covers three distinct periods of time. How do times change and how do they stay the same throughout the different periods?
- How are Stanley and Zero influenced by fate? In what ways do Stanley and Zero act that shapes their destiny?
- Stanley made many changes throughout the course of the novel. Describe these changes and why Stanley was so important to others at Camp Green Lake.



MARKING CRITERIA

I WILL BE LOOKING FOR THE FOLLOWING IN YOUR WORK

- Use of TEEL paragraphs and Hamburger model of essay writing
- Correct spelling and grammar
- Direct links and quotes from the text
- Presentation- handwriting, paragraphing etc.