



**NORTHCOTE  
HIGH SCHOOL**

# LEARNING BEHAVIOURS REPORTS

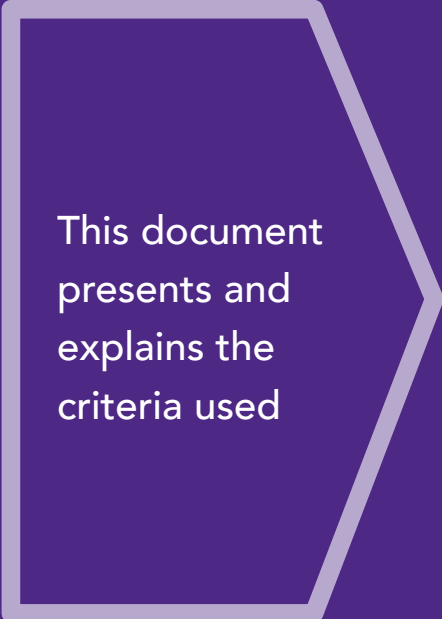


# NORTHCOTE HIGH SCHOOL LEARNING BEHAVIOURS REPORTS

## **Parents and carers will receive Learning Behaviours Reports:**

- two times each semester
- completed by each of your child's subject teachers
- with a self-assessment completed by your child as part of the Connect program

The intention behind this is to assist our learners to be more self-aware about what behaviours support learning.



This document presents and explains the criteria used

# EVIDENCE UNDERLINING THE NEW ASSESSMENT MODEL

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The levels have been developed based on SOLO Taxonomy (*Biggs and Collis 1982*). Each Area of Assessment can be reported on at one of five levels, based on the SOLO model for describing functional knowledge. These levels describe the overall pattern of the learner's behaviour rather than using frequency as a measure.

Level 1 (Novice) is the beginning stage where the learner requires significant help and intervention, while Level 5 represents the level at which the learner is able to offer leadership to others. This model allows us to describe two levels beyond our previous reporting levels and therefore allows room for us to report on additional student growth.

*"Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners."*

Amplify report  
(2019 Department  
of Education)

## For example...

We report on how well learners manage situations where they may be aware they will miss a task deadline for good reasons and whether they can act with forethought, rather than simply reporting on whether they meet deadlines or not.

Rather than reporting about whether a student simply 'remains on task' we will now be able to describe how they do this; whether they seek

help when they have difficulty, and how aware they are of the specific assistance they need.

Because we will be asking students to assess themselves alongside their teachers' assessments, we can make our expectations clearer to our learners. We would like our learners to become more self-aware and consequently, more in control of the ways they approach learning\*.

\* *Self-regulated learning*, in Griffin et al , *Assessment for Teaching* Griffin ed

# THE AREAS OF ASSESSMENT

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## **Self-Regulation**

This area relates to a student's ability to stay focussed and respect others' learning, but also includes how well the student meets school expectations in class by prioritising their learning and managing themselves, rather than the degree to which they comply with teacher directions. At the "Accomplished" level, students sometimes might not meet expectations: it is how they respond to that situation that matters because learning to repair relationships is an important skill and needs to be recognised.

## **Organisation**

This area relates to a student's ability to arrive equipped and prepared to learn as well as their ability to complete and submit work by designated due dates. We have also recognised that in order to navigate the school day, task due dates and other expectations, our learners need to be able to use online systems including Compass and Microsoft 365/Teams to manage their learning and schedule. It also acknowledges that managing homework, due dates and commitments outside school is an increasingly complex task for our learners as they move through their schooling. This area encourages students to be proactive in situations where, for example, they may not be able to meet deadlines.

## **Persistence**

This area relates to a student's ability to remain on task but also includes the learner's perspective. All of us, when learning something new, need frequent support until we have an understanding of the purposes of tasks we are being asked to do before this understanding translates to being able to persist and problem solve when learning is difficult. The area of assessment recognises that learners need to understand the big picture in order to become self-reliant learners.

## **Participation**

This area relates to a student's ability to contribute constructively to the learning environment. This area also recognises that participation can be demonstrated in several different ways. This includes participation in individual and group learning activities, and the learner's willingness to seek help when things are unclear or difficult, rather than opting out.

## **Reflection**

This area relates to a student's ability to respond positively to feedback. It also includes the learner's increasing agency in using rubrics, peer and self-assessment to improve their performance, alongside feedback provided by the teacher. It also recognises learners who are able to give helpful feedback to peers.

# ON A SCALE

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# OF 1 TO 5...

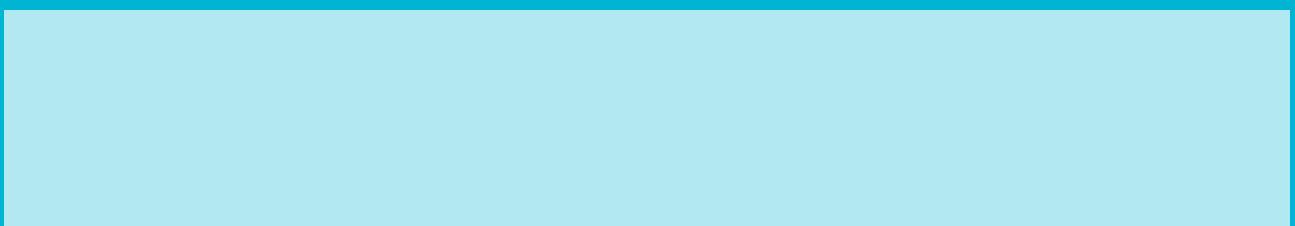
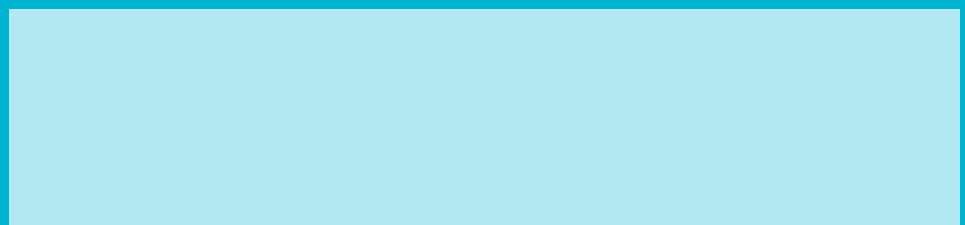
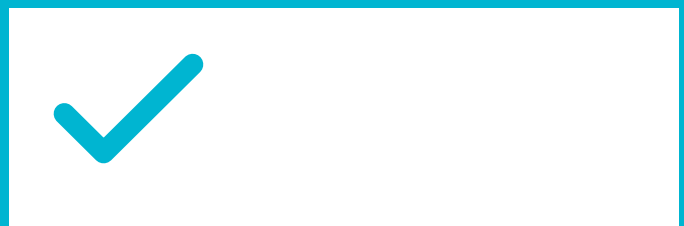
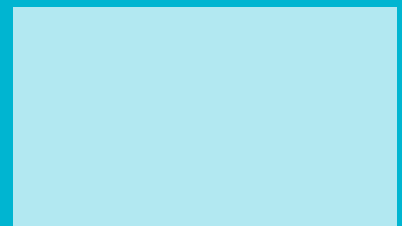
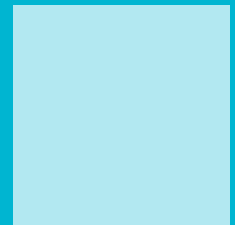
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# WE EXPECT 3

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**Our middle level is called  
'Accomplished', because it is.**

A learner doing all the things described in our Accomplished Level is meeting most of the school's expectations most of the time.



# THE MODEL

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# EXPLAINED

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	Level	Self-regulation	Organization	Persistence	Participation	Reflection
5	<b>MENTOR</b> You do things independently and know why and can lead others	...and I can help others to focus on learning.	...and I can set aside time and study with others to develop our learning collaboratively.	...and I help others to understand and do the work	...and I can manage the tasks in a group or take a leadership role in a group.  I check in with the teacher to make sure I am on the right track	...and I can identify things I need to improve myself, based on my previous experience  I can help others identify how to improve their work
4	<b>EXPERT</b> You do things independently and understand why you are doing them	My focus in class is on the learning tasks, so my behaviour is not a problem.	I can keep track of my classes and prioritise my learning and study to stay up to date.  I know how to problem-solve with my teachers if things don't go to plan.	I know what to do when the teacher gives us tasks- I understand why I am doing the task. If things go wrong I can often fix it myself.	I can work independently.  I can collaborate in a group or pair. I'm confident sharing out tasks with others. I can ask the teacher for help with specific parts of tasks I can't do.	I can use rubrics and feedback to identify things about my work that I can improve. I am able to use these to give specific feedback to others.
3	<b>ACCOMPLISHED</b> You do things independently but may not be sure why you need to do them and so may not meet expectations sometimes	I usually make good choices about behaviour in class because I want to learn. I sometimes don't meet expectations and take responsibility for it.	I rely on Compass and Teams/OneNote and my Planner to remember what to bring, where to go and when class starts. I do my homework on time. I know where the class is up to and what I should be working on. I can catch up if I miss class.	I can do tasks in class myself, but sometimes I get things wrong and I'm not sure why, so I ask for help.	I can work independently.  I can work in a group or pair. I can work out what to do when working with others but sometimes we get off track.  I can ask the teacher for help in class when I get stuck doing a task.	I am able to use rubrics and feedback to help me improve my work. Sometimes I need my teacher to help me work out how to do that.
2	<b>APPRENTICE</b> You can do things if you follow instructions and there is a routine	I try to follow school and class expectations. I sometimes have to be reminded by the teacher what the expectations are.	I can use Compass and Teams/OneNote and my Planner to remember what to bring, where to go and when class starts. Sometimes the teacher has to remind me.	I can do tasks in class if I am told exactly how to do them. If things go wrong, I stop working.	I can work by myself if I know exactly what to do. I can join in with others in groups and pairs. I like to be told exactly what to do in the group.  The teacher may notice I need help.	I can find rubrics. I can locate feedback. I can ask the teacher what I need to do for a task. I can ask the teacher how to improve my work.
1	<b>NOVICE</b> You need help to get started.	Teachers often have to remind me to focus on my learning.	Teachers and others need to remind me often about what to bring to class, where to go and when class starts.	I need help to start work in class.	I need help to be able to participate in class.	I need help to be able to reflect on my progress. I need help from the teacher to see what I can improve

# LEVEL 1: NOVICE

You need help to get started

At the Novice Level, learners struggle to make sense of school systems and need a lot of help and intervention. There may be different reasons for this. A student newly arrived from primary school may find secondary school difficult to navigate at first and need reminders about finding and following their timetable. A student with specific learning needs may need assistance with organising or staying focussed. Some students assessed at Novice Level may need frequent intervention to meet school expectations.

Actions that would support a learner at this level would be demonstrating how school systems such as Compass can be used to find which room to go to next or which equipment needs to be taken to school for classes the following day. They need to discover that there is quite a lot of predictability in the school day and in the school's expectations.

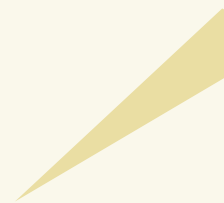
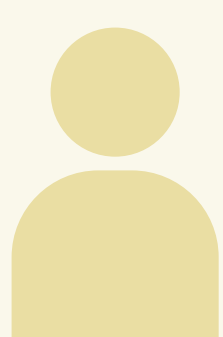
.....  
*Teachers often have to remind me to focus on my learning.*  
.....

*Teachers and others need to remind me often about what to bring to class, where to go and when class starts.*  
.....

*I need help to start work in class.*  
.....

*I need help to be able to participate in class.*  
.....

*I need help to be able to reflect on my progress. I need help from the teacher to see what I can improve.*



## LEVEL 2: APPRENTICE

You can do things if you follow instructions and there is a routine

At the Apprentice Level, students can function well when in a routine, however if something changes they may find it difficult to know what to do and be unsure how to ask for or find help. This means, for example, that they might not persevere with tasks or seek assistance to do so.

Actions that would assist learners at this level would include prompting them to say how they are going to manage routine situations. When things are not routine, for example, when there is an excursion, ensuring instructions are clearly communicated and checking in to make sure they have been understood and they know what to do would support these learners.

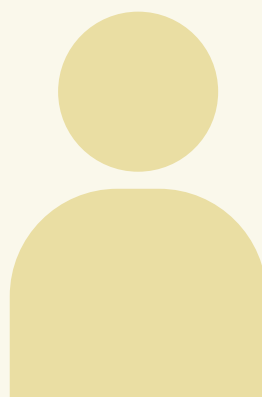
.....  
*I try to follow school and class expectations. I sometimes have to be reminded by the teacher what the expectations are.*  
.....

*I can use Compass and Teams/OneNote and my Planner to remember what to bring, where to go and when class starts. Sometimes the teacher has to remind me.*  
.....

*I can do tasks in class if I am told exactly how to do them. If things go wrong, I stop working.*  
.....

*I can work by myself if I know exactly what to do. I can join in with others in groups and pairs. I like to be told exactly what to do in the group. The teacher may notice I need help.*  
.....

*I can find rubrics. I can locate feedback. I can ask the teacher what I need to do for a task. I can ask the teacher how to improve my work.*





## LEVEL 3: ACCOMPLISHED

You do things independently but may not be sure why you need to do them and so may not meet expectations sometimes

At the Accomplished Level, students meet school expectations the majority of the time. They are able to organise themselves so that they stay up to date with work, are mostly independent and able to collaborate productively with others in class. They still need teacher support to solve issues because they may not have a clear overview of why they are doing a particular task or following a specific procedure. However, they are more confident about seeking assistance. At this level, motivation is still mostly extrinsic.

Actions that would assist these learners is discussing their interests and future goals with them so that they become independent and manage more of their own learning with these goals in mind.

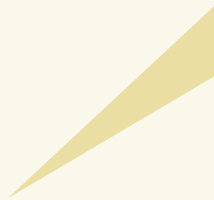
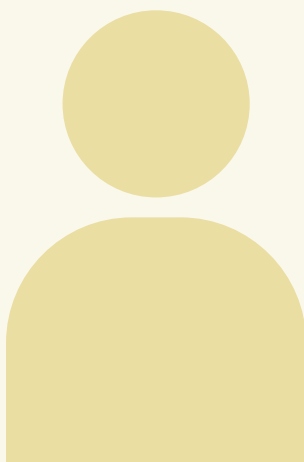
I usually make good choices about behaviour in class because I sometimes don't meet expectations and take responsibility for it.

I rely on Compass and Teams/OneNote and my Planner to remember what to bring, where to go and when class starts. I do my homework on time. I know where the class is up to and what I should be working on. I can catch up if I miss class.

I can do tasks in class myself, but sometimes I get things wrong and I'm not sure why, so I ask for help.

I can work independently. I can work in a group or pair. I can work out what to do when working with others but sometimes we get off track. I can ask the teacher for help in class when I get stuck doing a task.

I am able to use rubrics and feedback to help me improve my work. Sometimes I need my teacher to help me work out how to do that.



## LEVEL 4: EXPERT

You do things independently and understand why you are doing them

At the Expert Level, learners are metacognitive, meaning that they think about their thinking and plan, monitor and assess their own understanding and performance. They are self-motivated and have a clear idea of their future and their longer-term goals for learning. They are more independent of the teacher and are able to ask for specific advice after having reflected on their own learning first. Students are more likely to be working at this level in the later years of school.

The difference between Level 4 and Level 5 is that learners at Level 5 provide leadership and guidance to others.

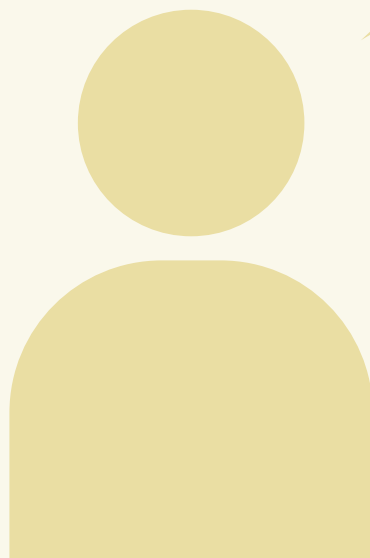
.....  
*My focus in class is on the learning tasks, so my behaviour is not a problem.*  
.....

*I can keep track of my classes and prioritise my learning and study to stay up to date. I know how to problem-solve with my teachers if things don't go to plan.*  
.....

*I know what to do when the teacher gives us tasks- I understand why I am doing the task. If things go wrong I can often fix it myself.*  
.....

*I can work independently. I can collaborate in a group or pair. I'm confident sharing out tasks with others. I can ask the teacher for help with specific parts of tasks I can't do.*  
.....

*I can use rubrics and feedback to identify things about my work that I can improve. I am able to use these to give specific feedback to others.*



# LEVEL 5: MENTOR

You do things independently and know why and can lead others

At the Mentor Level, as well as being able to do what an Expert Learner does, learners are proactive in managing their learning and work with others beyond as well as in the classroom.

A mentor learner is also involved in formal and informal opportunities for peer teaching in the classroom. Some of our mentor learners use their own initiative to undertake this when they notice a peer requires some support. They can draw on their experience as a learner to guide their own and others' learning. They are skilled at leading groups during collaborative learning.

.....  
*I can help others to focus on learning.*  
.....

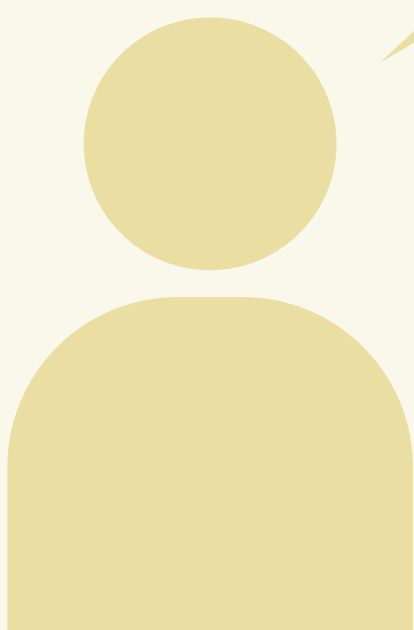
*I can set aside time and study with others to develop our learning collaboratively.*  
.....

*I help others to understand and do the work.*  
.....

*I can manage the tasks in a group or take a leadership role in a group. I check in with the teacher to make sure I am on the right track.*  
.....

*I can identify things*  
.....

*I need to improve myself, based on my previous experience. I can help others identify how to improve their work.*





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