

Ātātou  
pūrākau

Our  
stories



visible  
learning<sup>plus</sup>

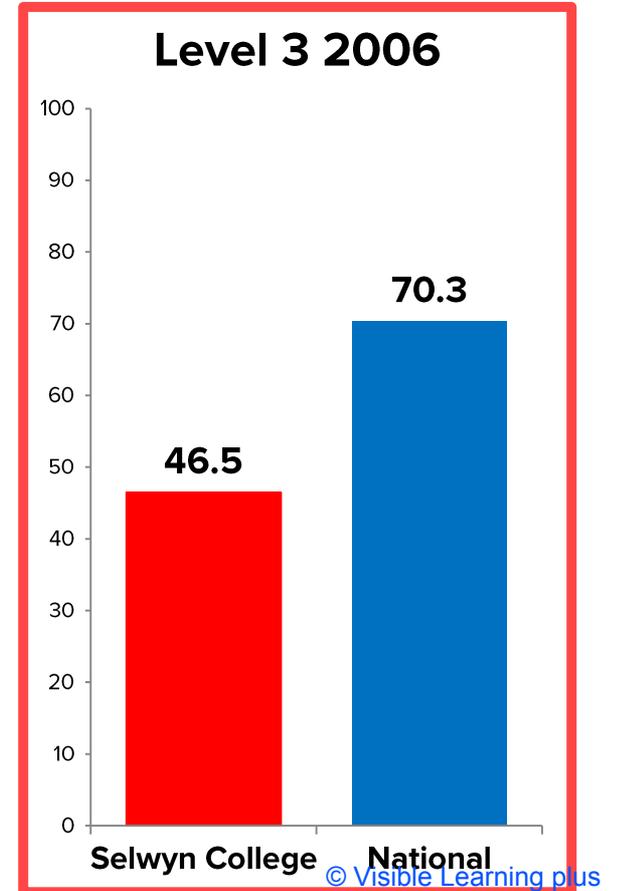
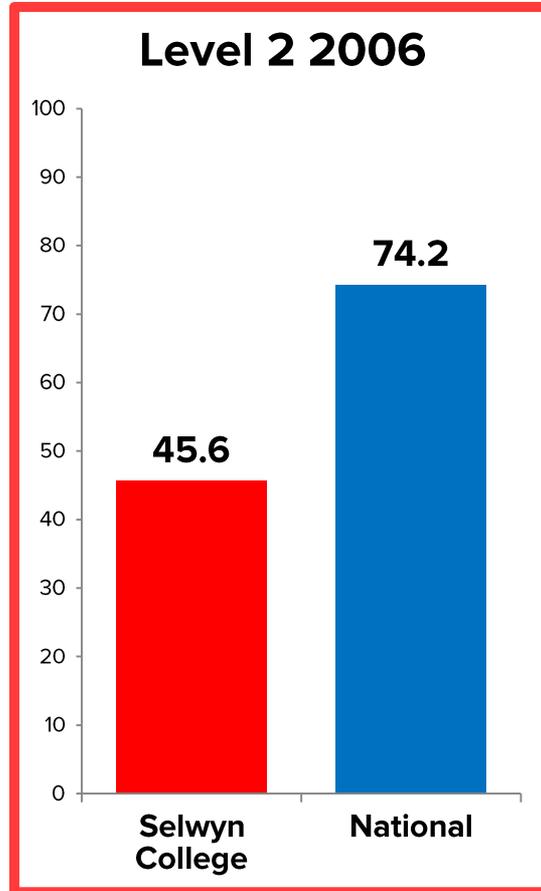
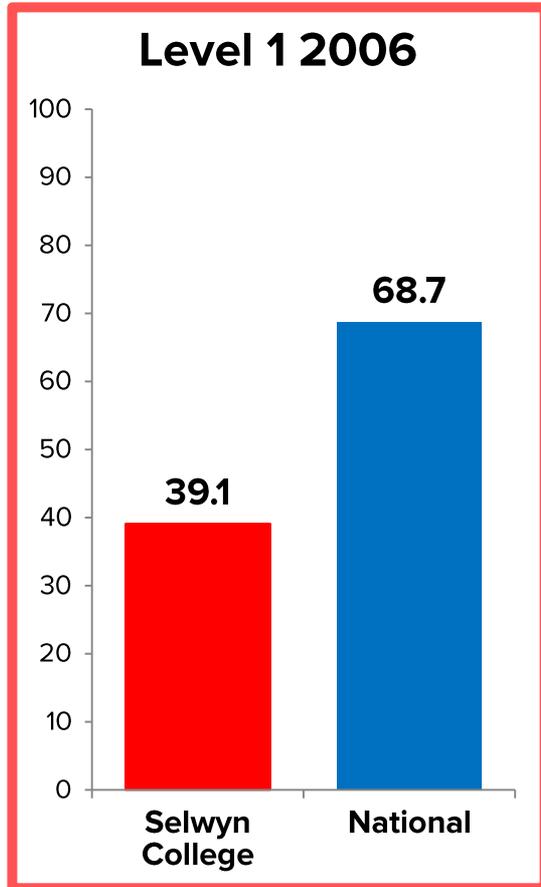
## Becoming Selwise:

A Case-study of Leading and Implementing  
Visible Learning





# NCEA Results 2006





## Extract from the ERO Report on Selwyn 2007

Improvements in the quality of teaching since the 2004 ERO review have been limited. ERO observations in classrooms provide evidence of some high quality teaching, but these practices are not widespread. Teaching in many classes has yet to incorporate those elements of best practice that foster engagement in learning and help students to develop an understanding of their own progress and next learning steps. School leaders and teachers should now work to establish a shared understanding, consistent with current educational research and literature, of what constitutes high quality teaching for the range of students in the school.

# THE SELWYN WAY

## OUR TIKANGA



**KOTAHIKANGA** - *value inclusiveness*

- T**reat everyone with respect
- H**onour and celebrate diversity and success
- E**nsure a safe, vibrant and sustainable environment



- S**et SMART goals and review regularly
- E**nsure our full attendance, on time
- L**isten actively inside and outside the classroom
- W**ear the correct uniform with pride
- Y**our electronic gear - use it appropriately
- N**ever forget our equipment and homework

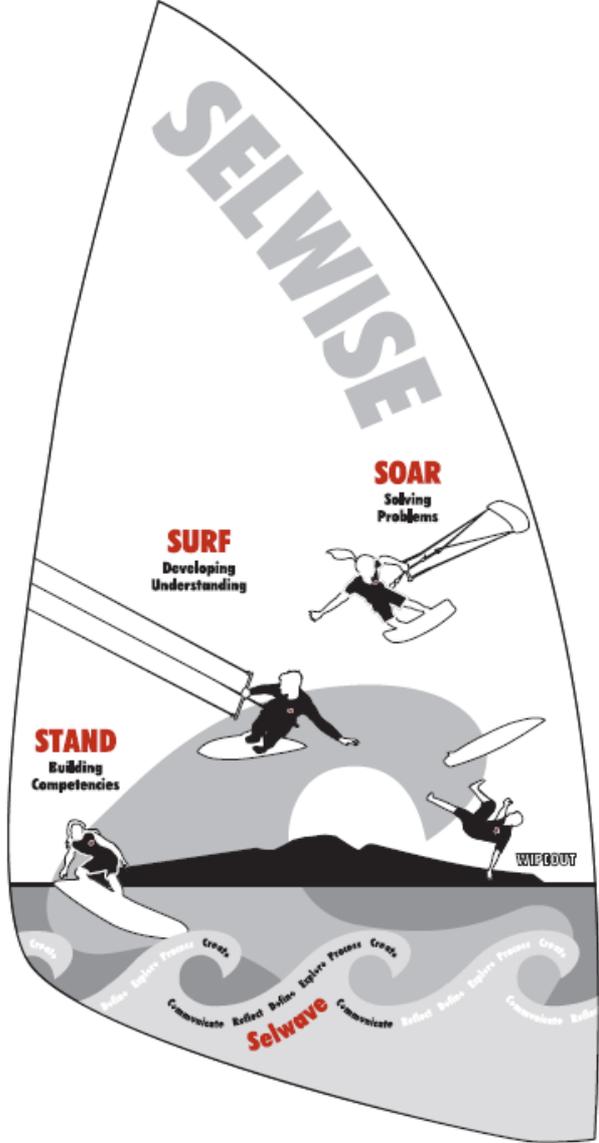
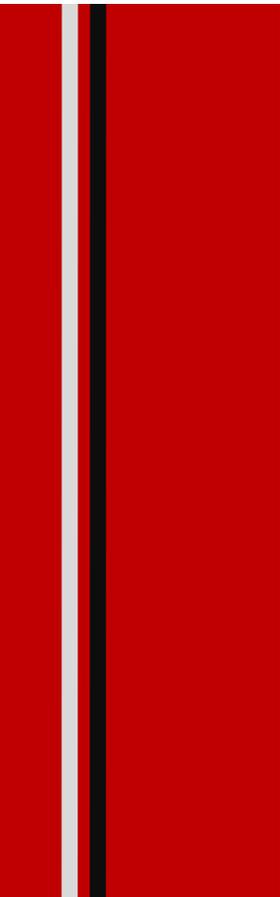
**MANAHIKANGA** - *live up potential*

- W**e are the Selwyn team
- A**im to soar
- Y**ou and I - we can do it!



**MANAHIKANGA** - *live up potential*





Achievement Objective	Learning Outcome(s)	Curriculum Level	Success Criteria Students can:	
<p>Understand how the ideas and actions of people in the past have had a significant impact on people's lives</p> <p>Understand how and why people move between places and impact on people and places.</p>	<p>Produce a formal essay....</p> <ul style="list-style-type: none"> <li>on the peculiar institution of slavery and the consequences for people</li> <li>on the cause and consequence of the Rwandan Genocide</li> <li>on the cause and consequences of deforestation in the Amazonia Forest</li> </ul>	6E	<p>Comprehensively describes the causes and/or course of the issue using a wide range of historical facts and concepts</p> <p>Comprehensively describes consequences for people and groups (for more than one sector of society) using a wide range of historical facts and concepts</p> <p>apply accurate content</p> <p>Use a clear and consistent PEEEL format</p> <p>Use a correct essay structure: Introduction, paragraphs and conclusion</p> <p>Consistently evaluates each key point of a paragraph</p>	<p><b>SOAR</b> Solving Problems</p> 
		6M	<p>Describe the causes and or/course of the issue, in detail, using a range of historical facts and concepts</p> <p>Describes in detail consequences for people and groups (for more than one sector of society) using a range of historical facts and concepts</p> <p>Apply mostly accurate content (minor errors)</p> <p>Consistently uses most elements of a PEEEL for mat</p> <p>Uses a correct essay structure: Introduction, paragraphs and conclusion</p>	<p><b>SURF</b> Developing Understanding</p> 
		6A	<p>Achieved</p> <p>Describe the causes and or/course of the issue, in detail, using historical facts and concepts</p> <p>Describes consequences for people and groups (for more than one sector of society)</p> <p>Apply relevant content (may be errors or may not be the best choice....)</p> <p>Consistently uses most elements of a PEEEL format</p> <p>Uses a correct essay structure: Introduction, paragraphs and conclusion</p>	<p><b>STAND</b> Building Competencies</p> 
		5E	<p>Describe the causes and/or the course of the issue, in detail, using historical facts and concepts</p> <p>Comprehensively describe consequences for people and groups (for more than one sector of society)</p> <p>apply accurate content</p> <p>Evaluate or develop conclusions</p>	<p><b>SOAR</b> Solving Problems</p> 



# SELWYN COLLEGE ANNUAL PLAN 2015

- All teachers are supported through the shared expertise of colleagues and the new 'S Team', to enhance student agency in the use of *Selwise*, which is affirmed by their students' voices and reflected upon in their e-portfolios

# Technology Learning Area

## Sentence Enablers

<b>Describe</b>	<b>Explain</b>	<b>Analyse</b>
<p>Students will generally respond to the aesthetic qualities of objects/products</p>	<p>Students will generally explain how or explain why</p>	<p>Students need to break down what they have learned so they can recognise, identify, distinguish and infer assumptions, opinions, bias and frameworks.</p>
<p><i>What do you notice?</i></p> <p>Just like Likewise Also Too The same as Like As Both...and... Not only...but also...</p> <p><i>What can you see?</i></p> <p>Similar to Different from... First (second, third...) Most importantly</p>	<p><i>Possible sentence starters when students are explaining how</i></p> <p>When ... this led to ... ... is produced by ... The effect of ... on ... is ... ... shows that ... The process of ... involves ... The physical nature of ... is ... Structurally ... is ... By ... I was able to ... It is possible to ... if ...</p> <p><i>Possible sentence starters when students are explaining why</i></p> <p>... is because ... if...then.... The effect of ... on ... is ... When ... this led to ... The reason for ... is that ... ... is caused by ...</p>	<p><i>Possible questions that allow analysis</i></p> <p>Compared to... The best part... On the positive side... An interesting part is... Take a small section like... One logically sequence seems to be Similarly... In contrast... From...we can infer that... On the negative side... Positive aspects are... To justify... The function of... is to... We can distinguish... Bias toward...is revealed by... One of the motives... In the same way...</p>



Every time you write about a concept or design feature aim to answer the following questions:

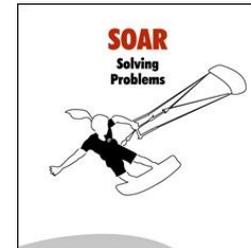
- How does this design feature help with **function** (how it works)? Simply refer to the **specifications**- think about effective use of space, shelter, flow from one area to another, wheelchair access, durability, structural stability....
- What does this decision offer in terms of **aesthetics** (how it looks)? What links have you made to your research on modernism? Think about line, shape, form, finishes, materials....
- Where can I use appropriate *design language*? - (you can refer to your previous handouts on this)! ©

## Annotations

Your drawings will only get you half way to showing the development of your concept towards a solution. In order to meet the assessment criteria you must also **"justify your design decisions with design notes."** These notes also allow you to **"evaluate against all the specifications throughout the design process."**

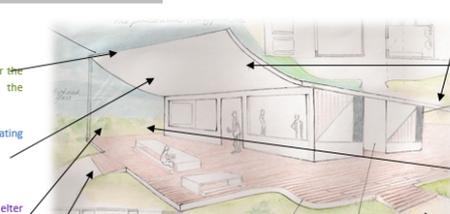
### EXPLAINED & JUSTIFIED

1. The *extended roof* on each end of the building creates a *balanced design* and functionally this acts to provide shelter/shade to the two main picnic areas meeting the specification for a covered seating area.
2. The decision to *curve the roof overhang* reflects my preference to offset the otherwise very *static and linear* aesthetic of the building which is influenced by the *geometric shapes* typical of researched modernist architecture. Functionally the *wider angle* opens out to allow further light to enter the space.
3. A *toughened glass wall* provides additional safe and durable shelter to the picnic area, sheltering from offshore wind and rain. It allows more light to enter both the seating and exhibition areas with the additional benefit of not obscuring the view. Aesthetically this wide glass area gives a *clean modern* look, typical of modernist preferences for *simple, smooth* finishes.
4. *Three ramps* are positioned to provide access to key areas of the building.



### DESCRIBED

1. The roof provides shelter over the picnic areas at either end of the building.
2. The roof above the main seating area is curved upward.
3. A glass wall provides further shelter





### Learning Outcomes using SOLO taxonomy

Students will be able to:

1. Classify substances as acids, bases/alkalis, or neutral;
2. Use and apply the pH scale to unknown substances;
3. Depict the reaction of acids with metals and bases;
4. Describe the reaction of acids with carbonates and hydrogen carbonates.

### Instructions:

Read the sentences below that are associated with the skills required to achieve the unit objectives. Put a tick  beside the skills you feel you already have and a cross  beside those that you feel you need to improve.

You will revisit this checklist as you learn more about the unit.

C.L.	Student Skills Checklist	Part of the Unit		
		Start	End	SOLO
5	I can <b>LIST</b> common acids from the home, nature and the lab.			A
	I can <b>LIST</b> common bases from the home, nature and the lab.			A
	I can <b>CLASSIFY</b> substances using litmus paper and universal indicator.			M
	I can <b>LIST</b> various substances and their approximate pH value.			M
	I can <b>EXPLAIN</b> how the pH changes as the acidity level changes.			M
	I can <b>WRITE</b> word equations for reactions between metals and acids.			E
	I can <b>WRITE</b> word equations for neutralisation reactions.			E

# Science Learning Area

## Acids and bases

**STAND**  
Building  
Competencies



1. Complete the table below by classifying each of the everyday substances in the box as either an acid or base.

vinegar	dishwasher powder
oven cleaner	tomato
toothpaste	orange juice
cola	soap

Acid	Base

**SOAR**  
Solving  
Problems



## Acids and bases

1. Match each pH with the correct description.

(a) pH = 6

(b) pH = 1

(c) pH = 7

(d) pH = 9

(e) pH = 14

Neutral, neither acidic nor basic

Very acidic

Slightly basic

Very basic

Slightly acidic

3. Disprin, a common painkiller, has the active ingredient of aspirin which is acetylsalicylic acid. Explain, with reasons, whether aspirin is a strong or weak acid.

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# Co-Construction meetings



Year 10 Co-Construction Core Meetings, Summary 2014

Please click on the name of the student you teach. This will take you to the core class page where you can then comment. The comments will build on the successful strategies agreed to at the meetings.

	10/1
<a href="https://docs.google.com/a/selwyn.school.nz/document/d/1qoj1cpt...">https://docs.google.com/a/selwyn.school.nz/document/d/1qoj1cpt...</a> - Change   Remove	
	10/2
	10/2
	10/2

Data from 2014, term 4 reports

## July Results

	Eng	Math	Sci	Soc Stud	Spa	Dra/Art	Music	Asttle 2014
	5M	4A	5A	5A/4A	5A		5A/5E/4A	5p
	5E/6M	5A	6M	5A/M	5M		5E	5a
	5A	5A	5M	5A		5A	--	5b
	5E	6M		5E	5E	5E	--	5b
	5E/6M	5M	6A	5M/E	5E		--	5p
	5E	4M	5A			5M/E	--	5a

Really positive and doing extremely well in English. Can get bored really quickly and so needs challenged. There are some gaps in her learning and she will hide this well and so pair work really works for her. Great at Maths - individual feedback - needs reassurance. Enjoys Health and questions in broader context - real leader in PE.

- Really positive and doing extremely well in English. Very positive in Maths and really likes feedforward to know how to improve. Goes for extra lessons in Maths at break - improving in assessments. Enjoys learning

# ESSAY

By Zeelan Taleg

Literature is a form of expression people use it as a medium to communicate ideas. Differences gives each piece of writing distinction and an individual identity. Similarities between texts

ss between himaera will be ✓

metaphor. Both mention

'With himaera 'ow brick road'

emerald city

tanced from

ies love for 'temperate'

he audience

language

g about his

use of words

Emerald city

g about his

vely and more

lings conveyed

mpassionate

ences

It is all about

: but instead on

ad a huge

If discovery

is eternal love

gives life to

a summers

the structure of

n between

d unstressed

Sentence Sense

## Achievement Objective Writing

Name Zeelan Teachers Name Jordan

Task Compare and contrast the language features used between two short texts.

Purpose Compare, contrast Yellow Brick Road and Sonnet 18

Audience Peers and teacher to build awareness of the treatment of short text.

I am able to:

Style- knowledge how to write	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
Use OTASA, TERC, TARC				
I have used a variety of sentences for effect	✓			
I have avoided contractions		✓		
I have used the key words in every paragraph	✓			
Purpose and Audience- why and who (links to style, ideas and language)	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
I have used specific quotes and examples	✓			
I have given my opinion as fact	✓			
I have used formal vocabulary		✓		
Ideas- Content, planning, detail	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
I have answered both questions in every paragraph				
I have related my answer to the modern world	✓			
I have used real life examples		✓		
I have given my opinion				
Language features- tools, vocabulary choice (links to style, purpose and audience)	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
I used statements, examples, explanations and conclusions		✓		
I have avoided slang		✓		
I have embedded my quotes	✓			
Structure- for effect	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
I have organised my ideas logically		✓		
I have used an strong opening statement	✓			
I have used a strong closing statement	✓			
Process Strategies- proofreading/feedback/self-correction/re-drafting	Stand Multi-strand	Surf National	Soar Advanced Abstract	Feedback
I have proof read my work	✓			
I have checked my spelling especially capital letters	✓			
I have used quotes correctly		✓		

Achievement	Merit	Excellence
<ul style="list-style-type: none"> <li>Develops or structures ideas in formal writing</li> <li>Use language features appropriate to audience, purpose and style of writing with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Develops and structures ideas in writing</li> <li>Use language features appropriate to audience, purpose and style of writing with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Creates sophisticated ideas in writing</li> <li>Use language features appropriate to audience, purpose and style of writing with increasing accuracy</li> </ul>

Level 4

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Develop and structure ideas in formal writing</li> <li>Use language features appropriate to audience and purpose in formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Develop and structure ideas convincingly in formal writing</li> <li>Use language features appropriate to audience and purpose with confidence in formal writing</li> </ul>	<ul style="list-style-type: none"> <li>Develop and structure ideas effectively in formal writing</li> <li>Use language features appropriate to audience and purpose with confidence and subtlety in formal writing</li> </ul>

Feedback (What's next?)

1 To have an idea of the overall concept and have it relate to the purpose and audience.

2 Revising and editing work, sentence construction to a high level.

3

My reflection

To have a greater understanding of the task to be able to expand on my points.



# TEACHER BENCHMARKS – available on Selnet and Google Classrooms for everyone to learn from

SELWYN COLLEGE

ACHIEVEMENT OBJECTIVE: Visual Arts  
Developing Practical Knowledge (PK)

## CURRICULUM LEVEL 5 Excellence



### TO SOAR:

I can use drawing conventions with **fluency** showing an **in-depth understanding** of methods/techniques and devices.

**SOAR**  
Solving  
Problems



- **Paint drawing conventions include:** colour, tonal modelling, perspective/scale, pattern, symbols of self, form, composition
- Student has a clever use and understanding of colour
- Strong compositional awareness of scale, space, angles, repetition, negative space
- Excellent use of patterns with control and fine detailing
- Full and plentiful composition with a variety of personal objects and patterns relating to Indian and NZ culture
- Although mostly painted in a flat style elements of layering and shadowing along with different shades of colour show in depth understanding of wet media
- Thought, time, effort is all event in this self-portrait painting

# Student exemplars to learn from



**STAND**  
Building  
Competencies



**SURF**  
Developing  
Understanding



**SOAR**  
Solving  
Problems

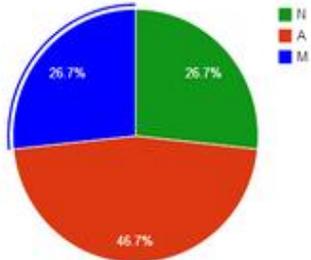


Student E

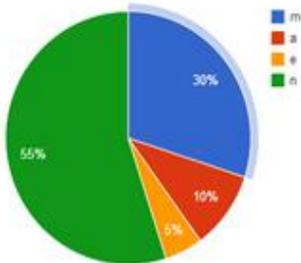
???

**What  
Grade is it?  
AND  
Where is  
the  
evidence?**

Assessment 1 Narrative



Data 2013



## Milton Henry's Journal

### audience data gathering

Posted by Milton Henry on 11 August 2014, 9:11 PM

They really need scaffolds. They have taken time to gather data but teach learning a new skill from scratch but writing does not offer that appeal. So

It has been really effective modeling research into higher aspect ideas on been motivated, Daniel still on target and efficient.

Comparing with a real person raises the stakes and creates a good level of repetitive.

Tags: Authentic Learning Experiences, collaboration, Digital Technology

Comments (1)

### google Form

Posted by Milton Henry on 01 July 2014, 3:28 AM

I am using a goggle form to gather prior knowledge. I will also use the chat to the groups.

The collaborator worked really well, what Olivia and Lyne did was bang content.

This was also useful as others could look at this shared doc as an example

Tags: Authentic Learning Experiences, BYOD, collaboration, Digital Tech

### Attached files

- we@olivia facebook research.gdoc (263 kb) - Download
- Using social media.gform (194 kb) - Download

Comments (1)

Posted by Milton Henry on 17 June 2014, 10:03 PM

Groups have been good

Topics are authentic, building on the exemplar 15++

So there are

-Are on recycling, Liam and Daniel, Thomas and Olivia

-BYOD and wireless, Kabilin and Keaghan

-Getting involved in sport at Selwyn, Kai Reece and TJ

-Moon achievement Lita, Rushika, Kai

-Selwise, Wade, Dejan, Jacob

Topics are good and they have enjoyed a little extra time but those who fit not so exciting for them. Time to move them on.

Best feedback, "We told us to... and to..."

Some generous staff who played along, set their own real parameters on

Tags: Authentic Learning Experiences, Moon & Pasika

Comments (1)

### KTI using systems and passing on info

Posted by Milton Henry on 29 May 2014, 10:44 PM

Relationships with HCM, the spreadsheet and backing is effective, phone

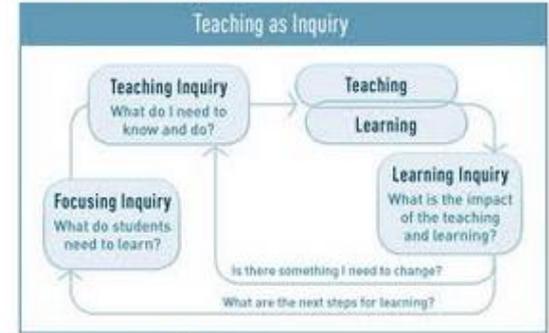
Tags: KTI, Relationships, co-construction, Selwise

### Attached files

## Selwave



## Teaching As Inquiry



## Tracking Junior Achievement in 2014

Mid Year Report for Learning Area:

Social Sciences

at least 90% of Year 10 students have reached curriculum level 5 in the two national achievement objectives tracked by each Learning Area

The School Target:

Area

Achievement Objective 1:

Describe the causes and/or consequences of a Social Studies issue

Year 9:

Year 10:

Numbers at Each Curriculum Level

	Mid Year 2014	Mid %
2N	0	0%
2A	6	4%
2M	2	1%
2E	0	0%
3N	0	0%
3A	20	12%
3M	23	14%
3E	4	2%
4N	0	0%
4A	38	23%
4M	25	15%
4E	25	15%
5N	0	0%
5A	14	8%
5M	9	5%
5E	0	0%
6N	0	0%
6A	0	0%
6M	0	0%
6E	0	0%

166

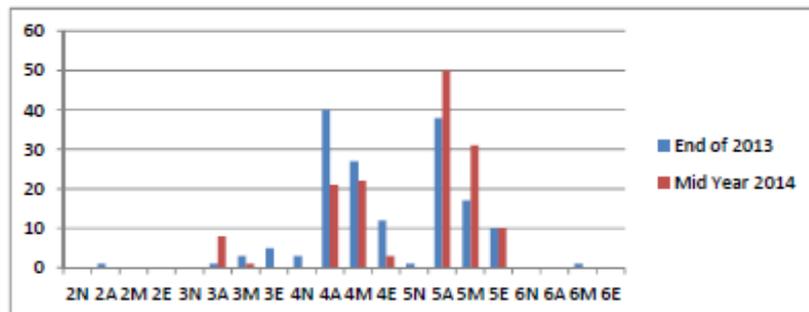
At or above Lvl 5 14%

	End of 2013	Mid %	Mid Year 2014	Mid %
2N	0	0%	0	0%
2A	1	1%	0	0%
2M	0	0%	0	0%
2E	0	0%	0	0%
3N	0	0%	0	0%
3A	1	1%	8	5%
3M	3	2%	1	1%
3E	5	3%	0	0%
4N	3	2%	0	0%
4A	40	25%	21	14%
4M	27	17%	22	15%
4E	12	8%	3	2%
5N	1	1%	0	0%
5A	38	24%	50	34%
5M	17	11%	31	21%
5E	10	6%	10	7%
6N	0	0%	0	0%
6A	0	0%	0	0%
6M	1	1%	0	0%
6E	0	0%	0	0%

159

146

At or above Lvl 5 42% 62%



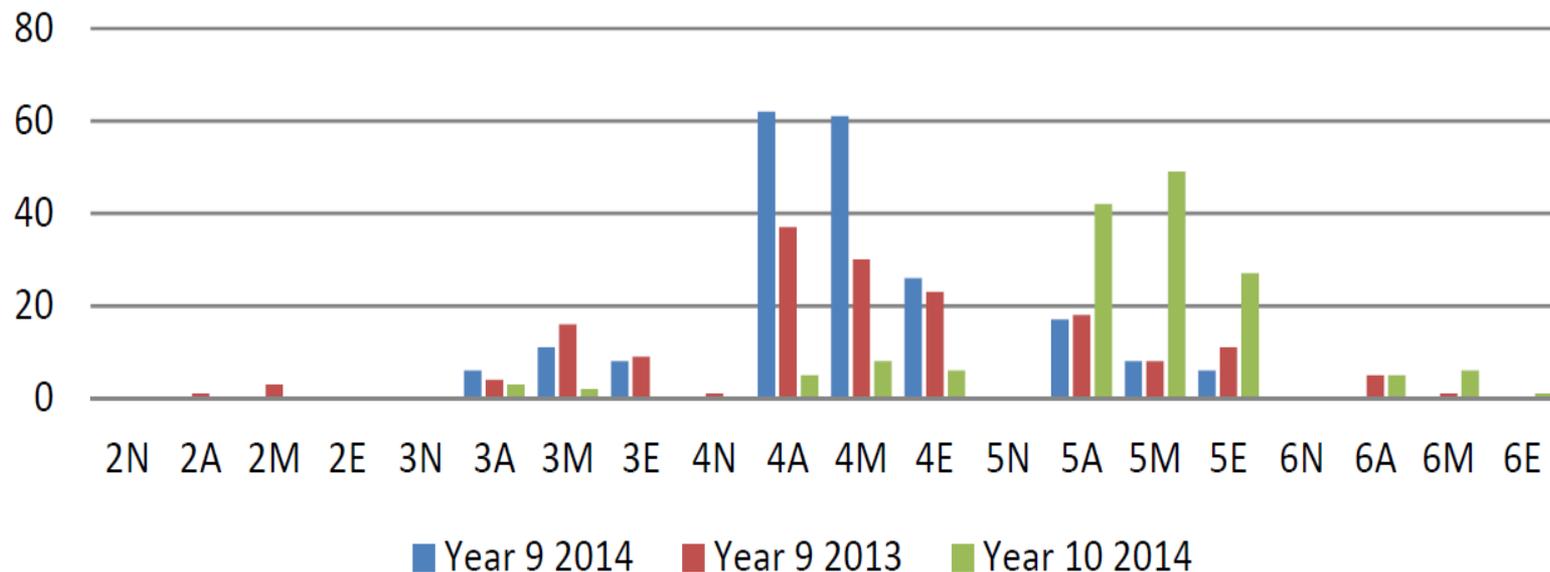
### Analysis of Progress towards the 2014 School-wide Target:

There has been a significant shift in the overall progress from the end of 2013 to 2014. Sixty two percent of students are at level 5A or above mid way through the year compared to forty two percent at the end of 2013. A further thirty one percent are achieving at level 4, with seventeen percent at Merit or Excellence grades. This shift is pleasing particularly as year 10's completed this essay under formal test conditions.

### Next Steps:

We will continue with the present strategies and give further opportunities to develop this skill. Students who are at level 4 Achieved and below will be individually targeted and supported by teaching staff. A significant majority of the 16% on 4A and below have attendance issues and did not complete the essay. These grades have been derived from their paragraph writing. Emphasis on PEEL writing structure will continue in addition to scaffolded essay tasks and use of group/ class agreed topic sentences. Co constructed essay group work will be used for less able students and time given for more able to students to craft and improve quality and quantity of their writing.

# Whole Cohort



## Achievement Objective 2:

### Creative Writing

### Explanation of Achievement of the 2014 Target:

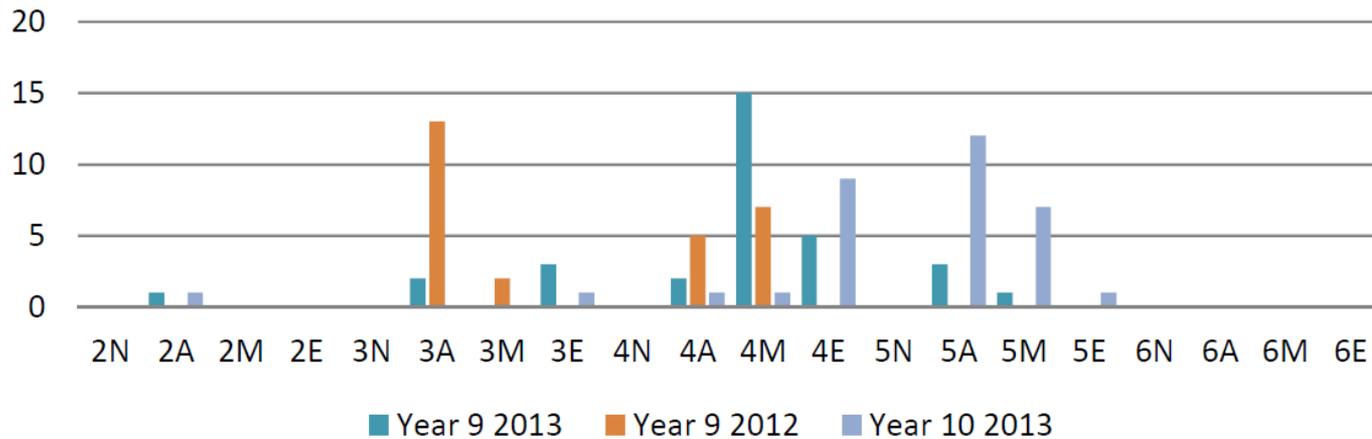
#### Cohort

The overall result of 84% attainment of Level 5 or higher at Year 10 has been an outstanding improvement on 2013 (EOY) results. Between EOY 2013 - 2014 there was an improvement of 10% from 74% to 84% attainment.



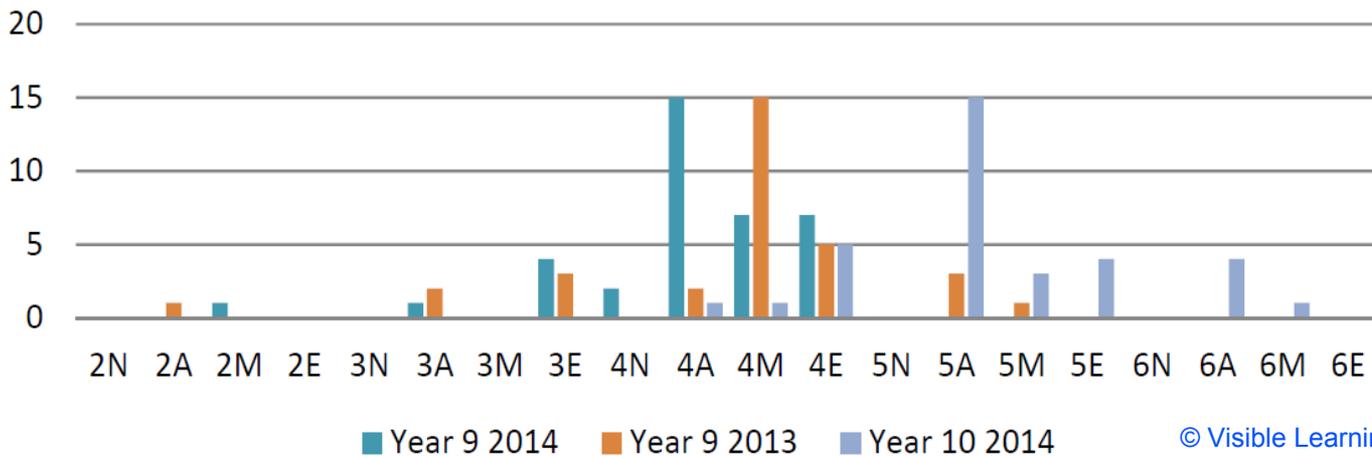
# Close Reading 2013

## Maori Students



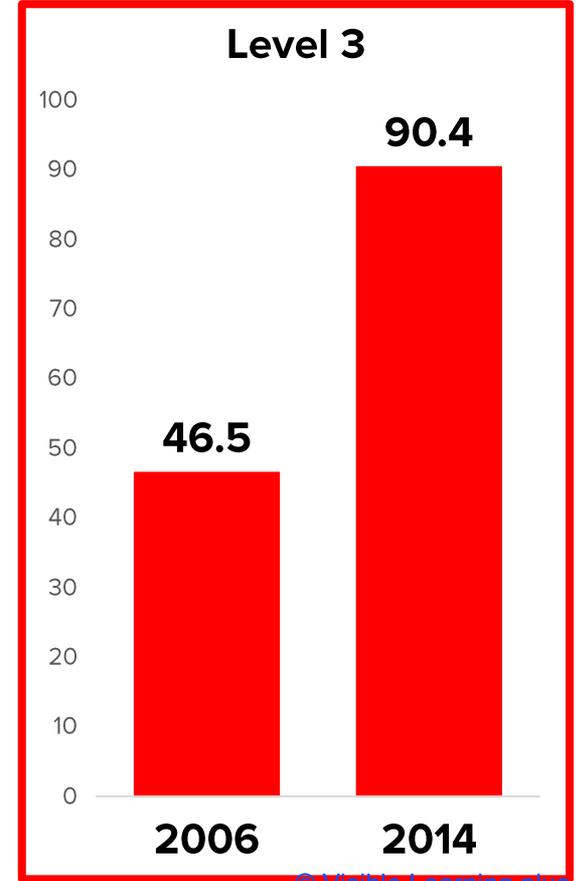
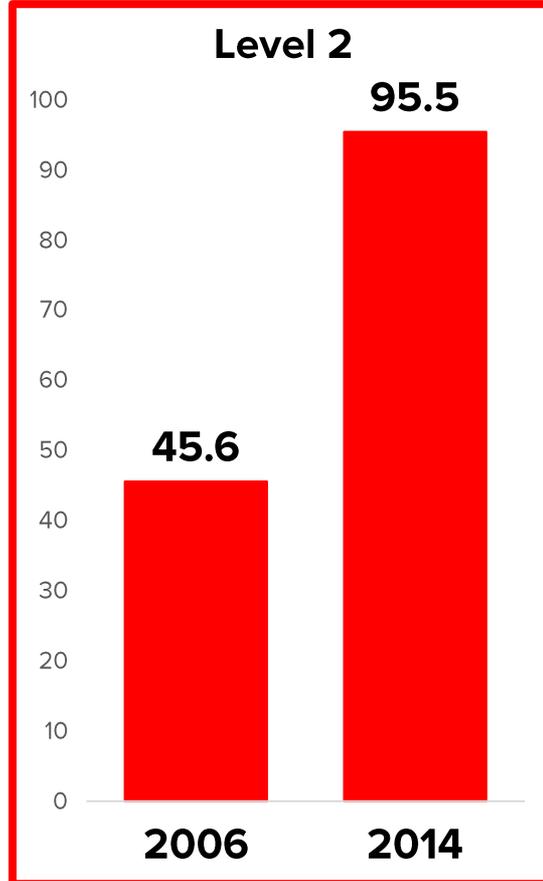
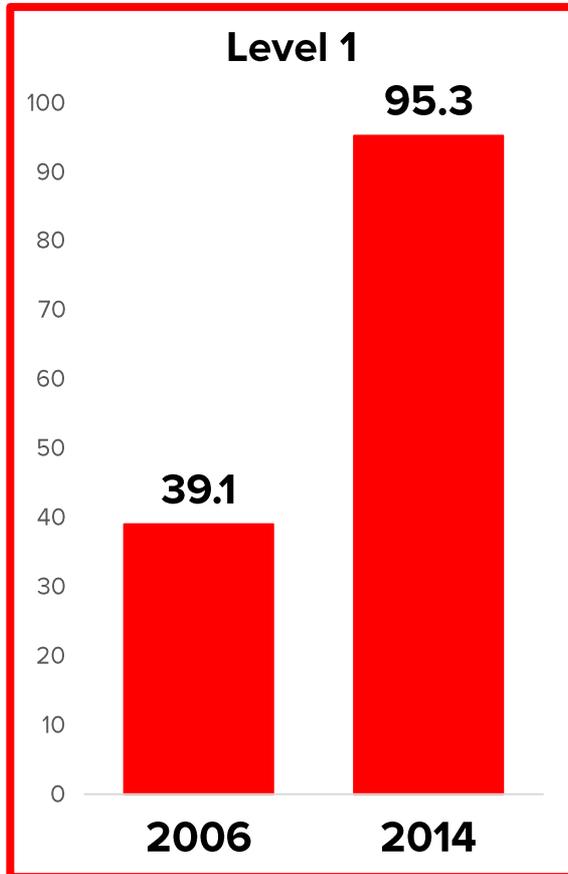
# 2014

## Maori Students





# NCEA Results 2006 - 2014



Teachers are inspired and supported to provide high quality effective teaching that is informed by current educational theory and research. Led by the principal, they have evolved a learning toolkit that makes the Selwyn approach to teaching and learning visible for teachers, students and parents. It has gained rapid acceptance and is transforming classroom teaching and student learning.

The effective leadership and collaborative teamwork of the senior and middle managers and staff is a hallmark of the school. The innovative, individualised school curriculum using proven effective teaching practices is recognised by educators nationally and internationally.

OUR  
**TOOLKIT**  
FOR **EFFECTIVE**  
**LEARNING**



**S**elwyn in action  
**E**vidence based assessment for learning  
**L**iving The Selwyn Way  
**W**rapped around and collaborative  
**I**ndividualised and visible  
**S**tand, Surf, Soar!  
**E**mpowered and connected