

Learning@StLeo's



Hope Filled

All students are guided to develop a growth mindset that enables them to become young people who are resilient and persistent, and believe in their capacity to achieve, reflect and grow. Our Catholic Values develop the capacity for every student at St Leo's to work both independently and collaboratively to make a better world for all.

A Leo's Learner is: Learning at St Leo's is:

- Collaborative
- Resilient
- Responsible
- Independent
- Informed
- Relational
- Rigorous
- Empowered



EMBEDDING HIGH EXPECTATIONS
for enabling success
in learning for all



ENSURING GROWTH FOR ALL

Introduction

Our St Leo's Teaching and Learning Framework has been developed collaboratively in alignment with our two Strategic Opportunities: Embedding high expectations and ensuring growth for all. Through this framework, St Leo's learners can move towards becoming competent, confident, Catholic-valued young people of conscience by developing their attributes of collaboration, resilience, responsibility and independence.

As a learning community, we are dedicated to the principles of teaching and learning that is informed, rigorous, relational and empowering.

RELATIONAL

All students are taught in safe, respectful and inclusive classrooms that foster growth and improvement. St Leo's students are explicitly taught how to engage with feedback, collaborate effectively, and reflect on their learning journey.

INFORMED

All students engage in data and evidence-informed learning that focuses on improving learning outcomes. Assessment is designed to allow students to demonstrate independence in their learning, and feedback is designed to allow for reflection on next steps to achieve learning growth.

EMPOWERED

All students are empowered to become independent learners with the capacity to show initiative in their learning. Explicit teaching of self-regulation and high expectations support student wellbeing, resilience and learning growth.

RIGOROUS

All students are entitled to learn a knowledge-rich curriculum. Teachers at St Leo's understand the need to ensure each student is resilient in meeting the challenges of explicitly teaching content, regularly assessing student understanding and collaborating with teachers to apply teacher judgement to ensure all students demonstrate growth.

Developmental Continuum

How do our students demonstrate the Attributes?

The developmental continuum allows students to identify the behaviours and actions that characterise their learning profile at any given time. These attribute statements enable students to consider the continuous process of improving how they can engage in their learning. Learning progressions along the continuum help teachers plan instructional sequences with performance indicators that provide opportunities for multiple learning pathways.

RESILIENCE: Student Continuum

Emerging	Evolving	Embedding	Excelling	Extending
<ul style="list-style-type: none"> When I am given constructive feedback, I will tend to give up and lose interest in achieving my learning intention. I rely on constant prompting and encouragement from my teacher and/or my classmates to complete my work. I can occasionally work towards my learning goals. If I am faced with challenges, I have trouble working through these so am likely to stop trying. 	<ul style="list-style-type: none"> I will try different approaches to learning tasks, but I will still need help from my teacher and my peers. At times, I feel like giving up and I become frustrated, however, with guidance and monitoring, I can continue towards my learning goals. I often need affirmation and validation on my work to motivate me to continue with difficult tasks or challenges. I can become overwhelmed when I am given constructive feedback, and I will need help to work through it. 	<ul style="list-style-type: none"> I am able to use different strategies to achieve the learning intention. I can sometimes brainstorm a solution to challenges I face in my learning journey. I can become unsettled by significant challenges and sometimes need further support from my teacher to consider how I can find solutions to a learning challenge. With support and guidance, I can persist with challenges, especially if the task is not too overwhelming 	<ul style="list-style-type: none"> I am able to use a number of different strategies to achieve the learning intention. I take the time to reflect on how I can implement feedback and overcome setbacks. I persist with my learning until I am able to complete the learning goal. I can discuss why the learning is important and how it will be of benefit to me. 	<ul style="list-style-type: none"> I embrace all learning opportunities and utilise several different strategies to achieve my learning goal. I understand that at times I will be frustrated, but I know how to keep on track and overcome the challenges. I often assist my peers and suggest ways they too can be resilient in their learning. I am always wanting to know what more I can do to improve, and I encourage others to do the same.

COLLABORATION: Student Continuum

Emerging	Evolving	Embedding	Excelling	Extending
<ul style="list-style-type: none"> I prefer working by myself but can work with others, especially with friends or people with similar interests. I can undertake tasks if they hold my interest, or if I am provided with multiple resources to support me. I need to have an allocated role with simple, clearly described, and familiar tasks. I struggle to complete the task if my role changes or if it is complex. 	<ul style="list-style-type: none"> I participate in discussions and help contribute to a group goal. I participate when the discussion is about relevant issues to my life. I prefer a scaffold or template to help me engage and contribute to group tasks. I stay on task for most of the time. 	<ul style="list-style-type: none"> I recognise and consider other members of the group's perspectives and their way of working, as long as they are familiar. I can work independently but can benefit from using basic scaffolds. I monitor myself and other member's progress and am willing to ask other members for help. I can listen and negotiate decisions with other members of the group. 	<ul style="list-style-type: none"> I appreciate that other people in my group may have different perspectives and ways of working. I can work independently and as part of a team to solve challenges. I ask for assistance and feedback from other group members, encouraging other members of the group to participate. I prioritise completing my part of the task and am capable of monitoring others if a teacher asks me to do so. 	<ul style="list-style-type: none"> I demonstrate commitment to the team goal, prioritising different tasks required to reach deadlines. I am self-directed and often volunteer to take on specific roles to ensure the group's success. I seek to improve collaboration through asking clarifying questions, and by actively encouraging others to work towards success. I encourage a trustworthy atmosphere through listening and helping other team members make decisions and find solutions.

RESPONSIBILITY: Student Continuum

Emerging	Evolving	Embedding	Excelling	Extending
<ul style="list-style-type: none"> I don't like to start tasks without my teacher giving me specific instructions further than what they have given to the class. I struggle to remember what I need for class and to stay organised, which means I often forget the things I am supposed to have. If the teacher is not watching or guiding me, I can become confused or lack confidence so I will stop working until I am reminded to continue again. I like to have tasks broken down into smaller steps, or to be given templates and scaffolds to help me remember what I need to do. 	<ul style="list-style-type: none"> I am easily distracted by others and sometimes distract others in the class. I often need the teacher to remind me to get back on task, or to show me what to do next even if the instructions are written down. I usually bring my regular items to class but sometimes need reminders to get my equipment out ready to learn. I often forget to complete my homework, or to complete tasks when my teacher is not near me. 	<ul style="list-style-type: none"> I usually am confident with what I am doing in class, but often ask the teacher to clarify that I am on the right track. I follow the class rules and like to be given a job to do that gives me responsibility over others. I come to class on time every day and have all my equipment out and ready to learn. I usually try my best, and if my peers are struggling, I will offer to help them with their work. 	<ul style="list-style-type: none"> My commitment to my learning means I bring all of my equipment to class, I am on time, and my work is clearly organised in my workbook. I can complete my own work without needing prompting and encourage others to do their work. I often ask the teacher for ways to improve my work because I understand that feedback is an important process for learning. I understand my behaviour can change the behaviour of others, so I try to make good choices that support the learning of others 	<ul style="list-style-type: none"> I recognise the value of learning for myself and others, in and outside of the classroom. I find that my peers often look to me for leadership and guidance, so I help to delegate tasks and encourage others to share responsibility. I feel confident in my decision-making, and often support others to help them understand task requirements. I recognise the teacher's importance in my learning journey through discussion and negotiation of tasks and the value of feedback to guide my learning.

INDEPENDENCE: Student Continuum

Emerging	Evolving	Embedding	Excelling	Extending
<ul style="list-style-type: none"> I find myself looking to my teachers and classmates a lot to know what to do next in class. It's kind of hard to get started and keep going, especially when things get tough. I really need those extra nudges and a lot of help to feel like I can do it. Getting more and more encouragement helps me feel a bit braver about trying things on my own 	<ul style="list-style-type: none"> Starting things on my own is still a bit challenging, but I'm getting the hang of it, little by little. I am beginning to see why it's good to have my own goals. I am slowly getting more involved in learning by myself, but I am not always consistent in this. When my teachers and classmates help me out, I am slowly improving the way I organise my work and I am beginning to figure out problems by myself. 	<ul style="list-style-type: none"> Sometimes, I find myself wanting to learn something new without waiting to be told. I am not always sure how to go about it, so I ask for help when I need it. Setting goals for what I want to achieve in school is becoming important to me, and I am trying out different ways to reach those goals. Thinking about how I learn, and trying to own it more, is becoming a part of what I do. It feels good to see that I am becoming more in control of my learning journey. 	<ul style="list-style-type: none"> I often jump into learning new things without waiting to be asked. If I encounter a problem, I try to figure it out first before asking for help. Setting goals that make sense and keeping track of my progress is becoming second nature to me. I like learning and finding new materials that help me further my understanding. I am open to studying in my own way and sharing what works for me with others. 	<ul style="list-style-type: none"> I am always seeking new opportunities to learn and ways to grow without needing explicit support. I take the initiative to set my own learning targets and understand the value of developing strength from setbacks. I use all kinds of resources to learn more effectively and come up with creative solutions. I also like to help others learn how to be more independent in their studies by promoting a culture of accountability.

CHIPS

Breaking Down THE QUESTION

- C** Circle the skill (verb)
- H** Highlight subject specific terminology
- I** Interpret the limitations
- P** Plan your ideas & examples
- S** Structure your response

The whole school Literacy strategies at St Leo's align closely with the St Leo's learner attributes by promoting skills that empower students as confident, reflective, and articulate learners. The use of **subject-specific and skill vocabulary** helps students become precise communicators and critical thinkers.

The application of **explicit scaffolds for paragraph writing, such as PEEEL**, supports learners in structuring ideas logically and creatively, fostering resilience and independence in their writing. Similarly, **interpreting questions using the C.H.I.P.S method** encourages analytical thinking and problem-solving, ensuring students engage deeply with tasks and demonstrate adaptability.

Together, these practices nurture the attributes of being connected, responsible, collaborative and confident communicators.

PEEEL

Paragraphing STRUCTURE

- P** POINT... Clearly states the argument linking directly to the question.
- E** ELABORATE... Provide more detailed information on your reasoning to support your argument.
- E** EXAMPLE... Provide **specific** examples to support your argument.
- E** EXPLANATION... Explain how your examples prove your argument using cause and effect statements.
- L** LINK... Make a strong concluding statement which links back to the **POINT**.