

How One School Made Learning Visible Through Self-Assessment

Evidence
of Impact



Picnic Point Public School
Sydney, NSW • Australia

DEMOGRAPHICS

Students	Languages other than English	English learner population
401	22	85%

The Context

Picnic Point Public School is a government school situated on the banks of the Georges River in Sydney's South-West, New South Wales. Our school has an enrolment of 401 students ranging from Kindergarten (5 years old) to Grade 6 (12 years old). Our families come from diverse backgrounds with 49% of students having a language background other than English, bringing 22 different languages to our school.

The Approach

Picnic Point Public School has built a reputation in the educational community for strong and steady academic performance over time. We have a dedicated teaching staff with proven willingness to invest time and effort in professional learning and development and our staff were keen to find an evidence-based pedagogical approach that was not content or subject based, and not performed in isolation, but could have a positive impact across all Key Learning Areas.

Picnic Point educators collaborated with five other local schools to undertake the three-day Visible Learningplus Foundation Series with Corwin where all staff had comprehensive professional learning in the theory and principles underpinning Professor Hattie's Visible Learning research. Each school assessed themselves using the Visible Learning+ School Matrix and collected evidence using a range of tools to generate discussion and gather staff and student voice in relation to learning, relational trust, feedback, and the mindframes of our leadership team.

Using the evidence gathered, we developed our aspiration: 'All students at Picnic Point PS will show at least a year's growth or greater effect size in Literacy and Numeracy each year and exhibit the characteristics of an assessment-capable visible learner, incorporating the Picnic Point PS Learner Qualities.' Committed to our aspiration, we then identified our first focus areas of building a learning culture, ensuring teacher clarity, instructional feedback, and developing an evaluator mindframe as essential priorities to achieve our aspiration and our specific identified goals.

“As a result of this process, educators are more aware of their impact and are driven to improve student learning outcomes through data analysis and deliberate, critical reflection and evaluation. They are becoming evaluators of their impact and beginning to see assessment as feedback to themselves.”

- Ben Walsh, Principal

With our learning culture established, we next endeavoured to encourage our students to take risks in their learning and see mistakes as opportunities for new learning, so we introduced James Nottingham's 'Learning Pit' analogy into every classroom. This analogy created a clear visual and shared language across the school to help students 'see' that learning is hard work and there are strategies and learning dispositions we can employ when learning becomes challenging. Students now use the 'Learning Pit' analogy to reflect on their learning at different points in time and to articulate next steps which will help get them out of 'the pit.'



To add a personal dimension to our learning culture and help students develop conscious habits of mind, we collaboratively developed and explicitly taught eight learner qualities (i.e. bravery, optimism, curiosity, collaboration, zest, grit, mindfulness and reflection) using literature systematically across the whole school. Once students had built knowledge of each learner quality and practiced applying them in learning situations over a six-month period, they assessed themselves on developmental continuums to build self-awareness of their own strengths and gaps.

After the language of learning had begun to get traction, we introduced Learning Intentions and Success Criteria (LISC) to improve teacher clarity. Our educators decided to begin implementing LISC in writing lessons with a view to make the purpose of the lesson clear and visible to all students as well as the specific and measurable steps for success.

The implementation of instructional feedback was dovetailed into this process as the LISC provided an explicit focus and framework for giving teacher-student and student-student feedback, not to mention student self-assessment and reflection.

Using the Progress & Achievement Tool, provided by the Visible Learning+ program, we could measure progress by calculating effect sizes for individuals and cohorts using internal or external student assessment data. Alongside ongoing formative assessment practices, we brought this student assessment data to impact meetings where teachers can measure their impact and ask key questions at both an individual and team level to determine next steps.

The Impact

First and foremost, the positivity surrounding Visible Learning practices by staff, students, and parents has been both refreshing and inspiring. By capturing student voice, we have found that, after twelve months of implementing Visible Learning+, our student engagement has risen significantly along with the number of students feeling like they are being challenged in their learning. It's inspiring to hear them talking about the Learning Pit as a 'place they strive to be in' so they can be 'curious, collaborative, and bravely take on challenges.' Even students in Kindergarten can reflect on how well they have achieved the success criteria for a given assignment, and students in

Grade 6 are able to explain how they are utilising the learning process to pursue their passions. Through measuring of progress using effect size, our average student effect size measure in Maths has doubled (sitting just under 0.4 for the year) and our comprehension has increased by 50% (taking us just under 0.5 for the year). As a result of this process, educators are more aware of their impact and are driven to improve student learning outcomes through data analysis and deliberate, critical reflection and evaluation. They are becoming evaluators of their impact and beginning to see assessment as feedback to themselves.

LEARN MORE ABOUT

CORWIN Visible Learning+™

Accelerate Student Learning by Focusing on What Works Best

Connect and harmonise existing school and system initiatives, build internal capacity, and harness the collaborative energy of educators to accelerate student learning and maximise time, energy, resources, and impact.



Align, Build, Accelerate

Designed to enhance the capability of school leaders and teachers, Visible Learning+ combines the professional learning components of the [Foundation Series](#) and [Impact Series](#) with [Evidence Gathering Tools](#) and [Impact Coaching](#) to provide a long-term, sustainable solution to improve student learning and increase schoolwide achievement.

Read our Visible Learning+ brochure for an in-depth look at the School Impact Process.

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visit au.corwin.com

Professional Learning

THROUGH BLENDED LEARNING

Synchronous live virtual workshop with consultant



Asynchronous 6-hour self-paced online course with consultant support



Face to face workshop with consultant



Created in Partnership with Professor John Hattie

Visible Learning⁺™ translates the research of Professor John Hattie into a practical road map for implementation in the classroom and school-wide. Rather than a one-day workshop or a one-size fits all solution, the School Impact Process is a three-year evidence-based system/school wide improvement process. Through ongoing cycles of evidence-gathering and knowledge-building, educators can focus on the practices that maximise their time, energy, resources, and impact.

We are pleased to offer online self-paced courses, face to face or live virtual workshops to suit your school's needs. No matter what medium your learning is through, the content covered is the same, offering flexibility in how you engage with the professional learning.

Engage in face-to-face one day workshops, select from our Synchronous Video Conferencing options or engage in Asynchronous, consultant facilitated 6-hour online courses completed over an agreed number of weeks.

Delivery Options for Blended Learning

There are multiple professional learning options you can choose, which include:

- Face-to-face (**F2F**) one day workshops
- Synchronous video conferencing (**SVC**)
- Asynchronous 6-hour self-paced online courses with consultant support (**A6C**)

Three-Year School Impact Model Instance (can be customised for each school)

YEAR 1		YEAR 2		YEAR 3	
Delivery Options		Delivery Options		Delivery Options	
Foundations of Visible Learning (whole staff)	✓ F2F ✓ SVC ✓ A6C	Impact Series: e.g. Making Learning Visible: Learning Intentions and Success Criteria (whole staff)	✓ F2F ✓ SVC ✓ A6C	Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT)1 (whole staff) (2-3months before VLAT Day 2)	✓ F2F ✓ SVC ✓ A6C
Evidence into Action 1 (school leaders)	✓ F2F ✓ SVC ✓ A6C	Impact Coach 2 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC	Impact Coach 3 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC
Impact Coach 1 (impact coaches/ instructional leaders)	✓ F2F ✓ SVC	Evidence into Action 3 (school leaders)	✓ F2F ✓ SVC ✓ A6C	Leadership into Action (school leaders)	✓ F2F ✓ SVC
Evidence into Action 2 (school leaders)	✓ F2F ✓ SVC ✓ A6C	Impact Series: e.g. How Students Learn or SOLO Taxonomy or Feedback That Makes Learning Visible (whole staff)	✓ F2F ✓ SVC ✓ A6C	Impact Series or Foundation Series: e.g. Visible Learning into Action for Teachers (VLAT) 2	✓ F2F ✓ SVC
Impact Series: e.g. Developing Visible Learners (whole staff)	✓ F2F ✓ SVC ✓ A6C	Evaluation: School Capability Assessment- school visit Time 2	✓ F2F ✓ SVC	Evaluation: School Capability Assessment- school visit Time 3	✓ F2F ✓ SVC
Evaluation: School Capability Assessment- school visit Time 1	✓ F2F ✓ SVC ✓ A6C	Mindframe Survey Time 2	Virtual link	Mindframe Survey Time 3	Virtual link
Mindframe Survey Time 1	Virtual link				

What does it take to create schools where all students are learning—not by chance, but by design?

Professional learning is successful if—and only if—it has a measurable impact on student learning. **Corwin's Visible Learning+ School Impact Process** approaches professional learning with a focus on evidence-based practices and implementation support for long-term success for all learners.



Understand what works

Build a common understanding and language of learning across school around what works (and what doesn't) to accelerate learning and monitor progress.

Develop your PD plan with experts

Bring in the leading minds to help you formulate a PD plan for long-term, measurable growth and collaboration amongst team members.



Collect and analyse your evidence

Understand where you are now in implementing high-impact practices so you can chart where you want to go and how to get there.

Ready to get started?

CLICK HERE and our Education Improvement Advisors will get in touch with you.

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