

## Stawell Secondary College - Past, pleasant and future project.

### Aims



### Resources



### The project

- School profile and relevant background
- Project overview
- Reasons for establishing the project
- Project activities
- Project achievements to date
- Influences that have shaped the program



### Learning and Teaching

### Assessment and reporting

### Victorian Essential Learning Standards

### Aims

The project aims to transform learning for young people, solve local environmental issues and build new cooperative community relationships.

The project is more of a journey than an arrival with a richness of experience and personal growth that is individual. For some students, using a telephone to communicate with 'strangers' is a substantial achievement. For another student, delivering a speech to 2000 people is their milestone.

This project allows students to bridge the gap between school and 'the real world', link with the broader community and make a substantial contribution to the local environment and community infrastructure.

Student responsibility and personal accountability are inherent features and delivered by allowing students to take charge of their part of the project. What they are doing is real, with a substantial budget, is hands on and highly regarded by the community.

Year 9 Ecology students are the managers for the project and make the decisions on how the money is to be spent as well as being involved with on-site work. The students may also seek the expertise and involvement of other students and classes within the school and involve people, businesses and organisations from the wider community.

**Resources: including staffing, school organisation, funding**

**Powercor Australia** is the largest electricity distribution business in Victoria, mostly operating from regional and rural centres in the west of the State. They have a strong commitment to enhance natural resources across their service area.

**The Education Foundation** is an independent not for profit change-making organisation that supports innovative teaching and community involvement in government schools. It aims to create a powerful voice for young people in their schools and communities.

The Powercor Australia School and Community Fund is a four year partnership between these two organisations which supports innovative projects which bring together young people, teachers, families, community groups, local landcare and environmental organisations, state authorities and Powercor Australia employees who live in the community and contribute their skills as volunteers. The projects solve local environmental issues, build new cooperative community relationships and transform learning for young people.

Direct funding from Powercor Australia to the *Past, Pleasant and Future* project has grown from an initial \$18,000 over three years to \$28,000 over four years. Additional funding is obtained from other grants and in-kind contributions.

The project is timetabled as a semester length, four periods per week (2 x 2 period sessions of 100 minutes) Year 9 elective subject and is primarily staffed by one teacher.



[An organisational model to facilitate cross-curricular projects \(Word - 41Kb\)](#)

## Description of project

- Aims
- Description of project
- Learning and teaching
- Assessment and reporting
- Victorian Essential Learning Standards
- Resources

- School profile and background
- Project Overview
- Reasons for establishing the project
- Project activities
- Project Achievements to date
- Influences that have shaped the program

## School profile and background

Stawell Secondary College is a Years 7-12 coeducational secondary school, located approximately 245 kilometres from Melbourne on the Western Highway. There are 625 students (boys 52% girls 48%) enrolled at the college. Forty percent of students travel up to 50 km by bus to school everyday.

Issues challenging the school include a generally low socio-economic profile, lack of cultural diversity, limited employment prospects and lower than average retention rates. Employment opportunities include Aunde Textiles, Stawell Gold Mines, Frewstall Abattoirs and Motorway Tyre Recycling. Agricultural enterprises in the surrounding areas are predominantly sheep and cropping, with some cattle and viticulture. Tourism is boosted through proximity to Halls Gap and the Grampians, the wine village of Great Western, the historical interest in gold mining and increasing interest in wine making. Retail and service industries are commensurate with the population trends.

Typical annual figures for student destinations are: university 30%, apprenticeships and TAFE 35%, employment 30%, unemployment 5%.

The *Past, Pleasant and Future* project has spanned four years and only the first group of students has passed through the school. It will be a few years before the impact of this project could be reflected in student destination data.

## Project Overview

In October 2001 the opportunity arose to apply for an \$18,000 Powercor Australia project grant (this has now grown to \$28,000) in a partnership that takes the school into the community and brings the community into the school. Applications for the Powercor Australia Schools and Community Fund, managed by the Education Foundation, were circulated to schools in western Victoria.

An interpretive tourist trail, between Stawell and Lake Lonsdale, highlighting sites of ecological and historical significance is under construction. The Bicycle/Walking track (to be called The Grampians RailTrail) is based on the former railway line linking the historic Mt Difficult Quarry in the Grampians with Stawell. Stone for many significant local and Melbourne buildings, including Parliament House, was carried along this line. The trail passes through a range of ecosystems, including Box Ironbark Forest, extensive and diverse wetlands, environmentally responsible effluent treatment and storm water management infrastructures, and allows observation of threats including weed infestation, salinity and urban pollution.

Students have prepared and presented submissions for permits required by Vic Roads, Northern Grampians Shire, Lands Victoria, The Department of Primary Industry and liaised with the Koorie community to comply with Native Title requirements. Surveying for leases has occurred to enable the path to pass through land owned by Grampians Water.

The activities students have been involved with include: revegetation plans, construction, plans and contracts, fencing, salinity and weed control, media liaison, presentations, liaison with community groups, bridges, work safety, permits and leases. This has required extensive consultation with land managers throughout the region.

Major construction work has been carried out by students in conjunction with local contractors.

### **How is this linked to MIPS and post compulsory?**

The Past, Pleasant and Future project leads into the Managed Individual Pathways program and post compulsory education and training in that it broadens the experiences of students with links to work environments. First hand experience with Work Safety Plans and meetings at businesses and organisations inevitably include discussion about work and work aspirations.

### **Pathways plans: How does the project assist?**

The project would provide some new experiences and insights, but they are incidental as Year 9 students rarely think beyond their social agenda. The world of full time work and adulthood are a world away.

### **Beyond school : how does this project assist?**

Students develop a range of transferable skills and understandings which they can take into the community, their sporting clubs, part time employment and organisations they are involved with. For instance, having an appreciation of work safety issues engenders an understanding that work safety is a collective responsibility.

The range of individual skills developed in the project add value to what students can offer such as telephone, public speaking and presentation skills, letter writing, media skills, planning, project management skills, construction, organising and managing meetings, etc

## Reasons for establishing the project

## Disengagement and lack of student commitment

These are the two significant factors influenced by local circumstances. The majority of discipline problems and teaching concerns seem to occur around Year 9. The school feels that this is due to issues of age and personal development. Students question the relevance of their school experience. They are less compliant and have difficulty engaging with material outside their personal interest and respond poorly to teacher contrived activity. Social pursuits rate higher than educational goals and classrooms are confining environments for them.

Year 9 is often a transition year before the progression towards post compulsory education where there are fewer curriculum constraints.

## Teacher interest

The program was an initiative of a teacher in the school, Mr John Pye. John spent a fair bit of his teaching life trying to promote alternative pedagogies and learning environments and decided that the best chance of making a sustainable change was to lead by example and use the experience and opportunities to bring change to the school.

Teacher says:

*"The problem, as I saw it, was that to provide a real experience often requires real money (a constant problem for schools, particularly those in low socio-economic areas). For example to construct a 3D map of the Pleasant Creek Catchment we took the Year 10 Geography class on a scenic flight around the area they were to map. You could not justify the expense in a conventional class, whereas their map and mapping skills were an integral part of the project.*

*I have a 'can do' attitude to life and view problems as challenges in disguise. The project is a bit like stepping into a muddy puddle - you don't know how deep it is unless you take a risk! Interestingly these are some of the attributes we want our students to acquire, so it became a natural progression to try a different approach.*

*It was as much a learning experience for me as my students. Although I drew upon my life experience and skills there were as many new challenges and under these circumstances it changes the dynamics of the teacher-student relationship. Changing from a teacher centred or even student centred learning environment to a partnership in learning has been an empowering experience."*

## Project activities

The project provides students with opportunities to investigate Pleasant Creek, one of the districts waterways, and undertake a series of learning activities that would enable the students to gain an understanding of the geography of its catchment, identify threats to its ecology, discover its environmental and historical importance and realise its biodiversity.

Activities include the development of catchment plans and students working with other agencies and community groups to implement the plan. This includes construction of a 10km interpretive bicycle/walking trail constructed on an old railway alignment, vegetation enhancement and site - threat management.

Each semester a new cohort of students select to participate in the project as part of their Year 9 elective selection. They pick up from where the previous group left off, then develop the direction for that semester. Procedures, plans and processes, continually evolving, are documented and passed on.

This programming was decided as it had little impact on the existing curriculum structure and maximum opportunity for students to be involved. Sometimes the experience is intense, requiring a commitment outside of school. Some students are happy to contribute and then move on. Many would like to have another opportunity to be involved.

The program reflects a desire to expose as many students to the project as possible. It is one of the program's responsibilities to try to develop the culture within the school. The current changes with *Victorian Essential Learning Standards* and *Principles of Learning and Teaching* make the next year an ideal time to make sustainable change within our school.

When this project was mooted, for Year 9 all subjects were elective-based except English, Maths and Physical Education.

Students elect to do the project as part of extensive subject choice. Changes to Year 9 have reduced the number of elective subjects offered in 2005. Class time is spent researching, organising and documenting the work. Meetings, on-site work, attendance at conferences, etc are organised before, during and after school hours.

The amount of time varies from group to group. Where a sustained period of activity is needed (on site work or some pressing event), this can be done adjacent to the school day or at weekends.

When special skills that could be provided by students in other year levels or subject areas are needed for the project, the Year 9 students liaise with other teachers to bring those students onto the project.

The *real world skills* learned by students include:

- complex information collection and analysis
- liaison with agencies about the tasks that need to be done
- presentations to stakeholders,
- negotiating roles and developing ideas
- organising and running committee meetings
- costing activities and writing funding proposals
- public speaking and PowerPoint presentations to differing audiences
- media writing and radio broadcasts
- monitoring and evaluating the success of the project.

These skills are assessed informally, in the context of formative assessment.

This list was developed from research undertaken by the Education Foundation based on interviews with participants in the project.

All classes are in a computer room as students need constant access for documenting work, developing presentations, email, internet research, etc.

## Project Achievements to date

### Environmental Milestones

- Weed Management Plan for Sisters Rocks Reserve with significant weed reduction works completed and on-going involvement of Parks Victoria and Stawell Rural Fire Brigade.
- Planting of 1220 plants, predominantly under storey species and native grasses.
- VicRoads 'Adopt a Highway' scheme for weed and rubbish removal for 5km of the Halls Gap Tourist Road.
- Fencing off from stock a 600m unused road reserve under current planting and regeneration.
- Long term salinity study of Pleasant Creek resulting in a new partnership with Wimmera Catchment Management Authority and landowners, with major works planned to reduce salinity. 1300 trees planted and bore drilling (50 metres deep) intercepting 10-14 megalitres of water per year for reuse at Grange Golf Club to prevent saline inflows to Pleasant Creek.
- Acknowledgement by Grampians Water as Environmental Hero Award winners.

### Student Outcomes

- Mapping skills by Year 10 Geography class using Arcview GIS software. Student flights around Pleasant Creek Catchment in preparation for mapping.
- 3D map construction and aerial map compilation.
- Title searching with Lands Victoria.
- Development of telephone, letter writing and public speaking skills.
- Organising and running meetings with individuals and organisations.
- Permit applications with Wimmera Catchment Management Authority, Department of Sustainability and Environment and Northern Grampians Shire.
- Work Safety Plan produced, hardcopy and CD version. Work Safety Plan successful in WorkSafe 2004 Award for Safety Achiever. This is only the second time in the 16-year history of the awards that students have been successful.
- Well-presented and substantial reports written by students on: Revegetation, Track Construction, Media, Bridge Construction, Land Capability, Weed Management, Salinity and a range of smaller reports.
- Preparation of PowerPoint presentations incorporating digital photos, aerial survey maps and scanned maps.
- Attending conferences: Rail Trials, Box-Ironbark, Project Platypus, Murtoa Secondary College.
- Tours of project by visiting teachers.
- PowerPoint presentations to Northern Grampians Shire Council, Stawell Ladies Probus, Joe Helper MLA, Ararat Landcare, Stawell Urban Landcare, Stawell Gold Mines, Powercor Conference, Stawell solicitor Bill O’Driscoll, Stawell Disability Network, APEX, Stawell Historical Society, Dr Mary White, Stawell Secondary College School Council, Wimmera Regional Schools Conference on Innovating Teaching, Victorian Schools Innovation Research Project display 'Leading Edge' where students presented the project to a range of dignitaries including Barry Jones.
- On-site presentation to Australian Railway Enthusiasts tour.
- Organising and running a ‘Mystery Tour’ of bicycle/walking track for visiting ‘Beyond the Pilot’ educator researchers. This involved activities such as running bicycle rides, walks along the track, electric scooters, lunch on-site, PowerPoint presentations and having students as interpretive guides.
- Management skills in planning and carrying out on-site work.
- Major bridge construction: Bridge One 16 metres single span, Bridge Two 9 metres single span and Bridge Three 12 metres single span.
- Major drainage works including laying 1.5 tonne pipes.
- Half Tonne Roller constructed.
- Bicycle/walking track to have an additional link with Stawell Urban Landcare Pleasant Creek Walking Track .
- Media work including:
  - Live interview with Leon Compton ABC Radio 27/3/03.
  - Video production with Student Youth Network for Education Foundation released in February 2004.
  - WIN TV news item 10/12/03.
  - Interview with Ted Browne 3WM Radio 27/6/04.
  - Numerous articles written and published in: Stawell Times News, Weekly Advertiser and Rail Trails Australia, Wimmera Mail Times, Stawell Ladies Probus Newsletter and school newsletter 'Connections'.
  - Video production for WorkSafe Awards 2004

## Influences that have shaped the program

Quotes: John Pye, Project coordinator *“Ultimately I believe this is all about citizenship and personal skill development. There is a whole generation missing from community infrastructure (committees, organisations, etc) because young people do not believe that they have the requisite skills or life experience. If we want young people to take an active role in the community then we must explicitly focus on citizenship and personal skill development. Past, Pleasant and Future involves students, parents, community members and company employees in authentic learning connected to their lives. In the words of American researcher Jack Shelton, the project creates “real world situations in which students can fail and where they are responsible for success”. It sets young people high level responsibilities with important public outcomes and builds their confidence*

*through issues that they care about. It brings together a range of community players and supports positive inter-generational relationships”.*

## Learning and Teaching

### Evidence of the Principles of Learning and Teaching

#### **Principle 1. The learning environment is supportive and productive.**

There is a set of norms based on respect and equality, to which all involved in the project are expected to adhere. These norms are based on the Australian National Schools Network Norms and they reflect the classroom practice used in the program:

- Adopt a sense of responsibility in and for the group
- Attend to others and listen
- Cooperate in good faith
- Aim for consensus decision making
- Confront problems respectfully
- Allow and give no put downs
- Accept where others are at
- Suspend judgements
- Ethical sharing.

Teacher says:

*"First name basis for all including myself.*

*All contributions valued as 'another piece in the jigsaw'.*

*Placing myself as a teacher as part of the team requires critical reflection. I need to acknowledge when I make a mistake or how I could have approached a task in a better way.*

*At the beginning of each lesson there is an update session by groups/individuals on events that have occurred since the last class. This task is shared around within the group with supportive questions/prompts from myself to not only give the information, but to convey the significance of the activities.*

*Reporting on positive feedback from community and organisations.*

*Each achievement recorded and a copy added to a cumulative report. The cumulative resources for the report positively reinforce overall achievement, not just isolated events.*

*Working as a facilitator allows individuals to contribute successfully."*

#### **Principle 2. The learning environment promotes independence, interdependence and self motivation.**

Students choose the area of the project they are most interested in being involved with. Their group becomes primarily responsible for that section of the project. They establish what needs to be done and follow through with those processes. They investigate the different alternatives and choose and carry out a course of action. When organising an event/activity/on site work students use their timetable, teacher timetable and diary to arrange a suitable time. Once entered into the diary it becomes a set event. This is the only practical method of handing responsibility to students. Otherwise try and imagine a phone call where a student was organising a meeting and constantly having to check whether that is okay with the teacher. Students take responsibility for all aspects of the organisation for an event/activity/site work. The teacher's role is as a facilitator.

**Principle 3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.**

Students choose the area of the project they are most interested in being involved with. They will also have the opportunity to be involved in other group's work or in quite separate activities.

**Principle 4. Students are challenged and supported to develop deep levels of thinking and application.**

By immersing students into a real life project they acquire a unique insight into the way the real world operates.

The teaching focus for the program is on authentic learning. The school presents a 'model' of life with learning based on real life experiences.

The most powerful, insightful learning experience is in the context of a real life project where the teacher adopts the role as facilitator and business/community partners become the mentors.

This teacher-construct frames the learning experience so that it is always within the context of support and duty of care. Because the students change from semester to semester, there is a necessity for a 'guided democracy' model, but as far as possible, the teacher acts as the facilitator and allows the students to lead.

A simple analogy is comparing the experiences of learning about driving for a Learner Permit. Compare supervised driving away from other vehicles to driving supervised in traffic under a variety of conditions. The richer experience is the latter and this is the model the Past, Pleasant & Future project seeks to emulate.

**Principle 5. Assessment practices are an integral part of teaching and learning.**

The group reports produced by students are the logical assessment tool as they document their contribution to the project. It is assessed as being an accurate account of the activities of the group and a useable resource for subsequent groups and is one of the summative assessments recorded on the students' semester report. The other summative assessment included on the students' semester report is titled "Contribution to the Project" and is a subjective assessment.

**Principle 6. Learning connects strongly with communities and practice beyond the classroom.**

This project takes learning into the community by taking on a real project with real money.

Teacher says:

*"Following an introduction to the project students choose the area they want to work in. Initially I found this challenged my preconceptions of what students were capable of: the classic symptoms of underestimating students. I have experienced repeatedly that students will rise to the occasion.*

*I present the project in the context of a facilitator and provide the opportunity for students to take as much control and responsibility that they are willing to take. In order to ensure that their experience is a positive one I may intervene in one or more steps in the process.*

*Some groups require little intervention, for example, the following is an excerpt from 'Best Strategies for Health and Safety Management: Award application for 2004 WorkSafe Award'*

*Role of these personnel in the initiative's development.*

Year 9 students: Scott: Adopted leadership role in the group and was instrumental in developing the CD format of the plan.

Kieran, Bryce and Brenton: Worked collaboratively, taking on responsibility for separate sections of the 'Work Safety Plan'.

Project coordinator and supervising teacher: John Pye:

My role in the project is as a facilitator. I only provide enough impetus to allow students to take control of their contribution to the project. I assisted in the discussions at the early stages of developing an understanding of the problem, my intervention after that was largely superficial. Differences of opinion are resolved through robust discussion and consensus decision making.

*Description of the scope of the initiative.*

Apart from accountability, under 'duty of care' as a teaching professional, the whole concept of work place safety is being positively modelled by students who are either just entering the casual workforce or will be in the near future.

Work safety has transformed from a teacher centred ad hoc system to one where students are required to complete a 'Risk Control Plan' prior to going on-site and a 'Hazard Identification Checklist' before commencing work. This ensures that work safety is part of planning and communication and is a collective responsibility requiring comprehensive records."

Teacher says:

*"As a teacher I constantly assess risks and take steps to control the hazards, this is our duty of care. I currently have Level 2 First Aid certification.*

*As a Science and Technology teacher, and an officer in the Country Fire Authority where workplace safety is a constant focus of training and responsibility, drawing on employment experiences in the road construction industry as well as personal experience in house construction provides me with many points of reference.*

*Ongoing discussion with our school's Occupational Health and Safety Representative, Max Freeland, and my wife Bonnie Carter who is also a trained OH&S person ensures some critical analysis of safety issues.*

*Using publications such as Codes of Practice and Worksafe staff to point us in the right direction, which included five points of contact in developing the 'Work Safety Plan', supports the development of safe work practices*

*Discussions with supporting organisations, in particular Powercor Australia who provided input into the 'Work Safety Plan', provides another check on the extent of Occupational, Health and Safety issues covered. Even the Worksafe Award process has been useful in focusing on work safety issues, particularly discussions with the Field Officers.*

*Occupational Health and Safety is a continual process of reflection, implementation and review involving students and supervising staff.*

*We won a 2004 WorkSafe Award!"*

Students passing through this project who have completed a Work Safety Plan have a unique insight into the world of work. It is fascinating hearing students reflect critically on the performance of their employers in making Work Safety a collective and individual responsibility.

*One business even borrowed our Work Safety Plan!*

Students are required to complete a 'Risk Control Plan' prior to going on-site and a 'Hazard Identification Checklist' before commencing work.

The 'Risk Control Plan' is a four stage process:

1. Identify Hazards
2. Assessing Hazards
3. Risk Control
4. Review

Another example from a student report December 2003:

"Leonie made a significant contribution to the 'Past, Pleasant & Future' project. She was part of the Revegetation Group who attended the Project Platypus Plantout to observe organising and managing a major event. With that knowledge the group organised the planting of 720 plants on the project site. This entailed meetings with experts, organising plants, spraying and equipment, transport, communication and notification, food and water, safety and First Aid, etc."

I had a group meeting at the beginning of the planning process and aside from enquiring if they needed assistance or answering the occasional question "Who would be the best person to ask about..?" my next involvement was when I stepped off the bus with 25 students and asked what they wanted me to do!

Other groups require various degrees of support but still under the framework of the students being responsible and accountable.

In order to give students real control I have a process where students organising an event, meeting with representatives from community groups, business, land managers, etc, take my timetable, their timetable and my diary to book an activity. This is essential because it is impractical for them to have to find an appropriate date and times if they have to constantly seek my input, particularly if they are making a phone call. Once it is written into my diary it is a commitment we are all bound by.

The decisions of the group are sacrosanct! During semester one in 2003 I had a Media Group which was responsible for making phone calls, sending faxes and emails, writing and delivering media releases (several were printed unedited!). They also organised and conducted an articulate and informative live radio interview with Leon Compton from ABC Radio. Their report documents 21 media contacts and around 10 published articles. During that time they were not keeping good records, which are vital to my reporting to Powercor Australia and the Education Foundation. I confronted the group and in effect I was telling them to fix their records. The following discussion resulted in an escalating argument that I would expect to have with my teenage children. I can still remember the feeling that my role as a teacher was being confronted. I didn't pursue the issue and later realised that I was contradicting my stated role as a partner in the process and that I was in effect 'pulling rank'. The next day I apologised and let the group resolve the issue, which they did creating a 'win-win' situation. The moral of the story: Say what you mean and mean what you say.

## Assessment and reporting

### Assessment

Students are assessed on the development, implementation and completion of the section of the project that they have taken responsibility for, including fostering links between the groups involved and promoting the program across the school and to the local community. Student outcomes are evaluated through questionnaires, testimonials, interviews and other data indicative of student engagement.

*Are they assessed on 'real world's skills'?*

Only in a general sense as there is not a useful or comprehensive set against which to benchmark them.

Students are periodically required to update a document which asks for a detailed list of activities they have been involved in and statements on what they personally have got out of the project.

Each group or individual keeps a journal and all activities are documented with photographs. There are also ongoing conversations with students.

Anonymous and named questionnaires are completed at the end of the semester.

Assessment procedures are constantly being developed and adjusted partly because the semester student reports cannot accommodate the types of activities in the project. There is a subjective assessment called 'Contribution to the Project'. The final report from each group is evaluated in the context of how accurate it is as an account of the group's work, its usefulness as the document for the next semesters' students and its presentation.

Teacher says:

Identification of formative and summative assessment processes across the project.

*This project is like a journey and the concept of formative assessment is an inherent feature. Student needs are often unpredictable and vary from one student to another.*

*Assessment is collected in a variety of ways, including observation and discussion in the classroom, in the car on the way to the project site/meetings/ etc and the reading of students' work. None of this is formal or planned, it becomes a mode of operation almost conversational, mostly informal and it is a shared journey of discovery with the students. I expect and plan for feedback on my performance through conversation, questioning, and written evaluation (including anonymous and named responses). Values of honesty and integrity are explicitly a part of the assessment process.*

*At the end of the semester each group submits a report on their semesters' work. There are few constraints on its format but it must be an accurate account of the activities of the group, a useable resource for subsequent groups and is one of the summative assessments recorded on the students' semester report.*

*The other summative assessment included on the students' semester report is titled 'Contribution to the Project' and is a subjective assessment.*

## Reporting

Students are provided with a semester report which details their contribution to the project and the skills they have developed over the semester. A formal report completed by each group of students is given a letter grade assessment as well as their overall contribution throughout the semester. Students are also given a separate document which details specific skills, attitudes and achievements for inclusion in a resume.

## Victorian Essential Learning Standards

How they were incorporated in the Past, present and future project.

Interpersonal Development Level 5	Detail from project on how this is demonstrated
<p>Learning focus/ Standards</p> <p><b>Learning focus</b></p> <p>In their teams, students gain experience in a variety of different roles and to reflect on those roles which they prefer.</p>	<p>Autonomous groups carrying through tasks from initial planning to completion. For example the Revegetation Group</p>

They participate in tasks which require them to build knowledge cooperatively to achieve a shared purpose, and reflect on the contribution they have made and how it could be improved. They also consider how the effectiveness of the team could be improved.

**Standards: Working in teams**

At Level 5 students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic time frame. They reflect on individual and team outcomes and act to improve their own and the team's performance.

organised the planting of 720 plants on the project site. This entailed meetings with experts, organising plants, spraying and equipment, transport, communication and notification, food and water, safety and first aid, etc

Dividing up tasks and sharing experiences, delivering outcomes and building expertise.

Eg: Construction Planning Group organised and ran meetings, taking minutes and developing display materials. They organised on-site meeting to finalise the location of the cycle/walking track as part of a lease agreement, helped organise a donation of 500 cubic metres of granitic sand, prepared a Survey Booklet of Land Titles and field measurements, assisted with the land survey and produced a Survey Report.

**Interpersonal Development Level 6**

**Detail from program**

Learning focus/ Standards

**Learning focus**

Students work in diverse teams within and beyond school to complete complex tasks. Some of these tasks are self managed by the team, with limited teacher input. This allows students to take responsibility for selecting a team that is likely to function effectively, allocating tasks, assigning and taking leadership roles, determining timelines and action plans, and monitoring and evaluating task achievement.

Best illustrated by the group that developed the 'Work Safety plan'.

Where required, students initiate strategies to deal with any problems they encounter. They assess their own contribution to the team and provide useful feedback to peers. Students also reflect on the success of team management and learning in achieving agreed goals.

**Standards: Working in teams**

At Level 6 students work collaboratively, negotiate roles and delegate tasks. Working with the strengths of a team they achieve agreed goals within set time frames. Students respect and build on the ideas and opinions of team members, reflect on the effectiveness of learning in a team and develop strategies for improvement.

Each group of students has a multifaceted task to complete with deadlines that can be determined by external influences, such as media deadlines or coordination with community organisations. Being accountable to people outside the school creates the opportunity to succeed (or fail) which fosters a strong team approach and a reason for reflective learning.. basically no one wants to 'look silly' in public !

**Civics and Citizenship Level 5**

**Detail from program**

Learning focus/ standards

**Dimension: Community engagement**

This dimension focuses on the development of skills and behaviours students need to interact with the community and to engage with organisations and groups.

Students organise and run meetings, events and supervise on-site work with Community, business organisations and contractors.

**Communication Level 5**

**Detail from program**

Learning focus/ Standards

**Learning focus**

Students regularly present information, ideas and opinions for a variety of purposes, to a

Students present information in a variety of ways from phone conversations, formal and

range of audiences, in both formal and informal settings. They identify the key messages they wish to communicate and structure their ideas in a logical and coherent manner. They experiment with a range of presentation forms and seek feedback from their audience as to the effectiveness of their communication. Students work together to develop criteria which can be used to evaluate their presentations.

**Standards**

**Presenting**

At Level 5 students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation formats to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.

informal meetings with Land Managers, PowerPoint presentations to Community Organisations, School Council, visiting teachers, and conduct and run tours of the project site. Feedback and self evaluation are inherent in the process.

**Information and Communications Technology Level 6**

**Detail from program**

Learning focus/ Standards

**Learning focus**

Students use more complex ICT tools and techniques to visually represent, reframe and refine their thinking to assist in developing new understanding. For example, causal reasoning can be represented by using **cause-and-effect diagrams, influence diagrams and expert systems**. In addition to recording and evaluating the decisions and

Classes are timetabled in a Computer Room. Computers are used for documentation and internet searching. Combined with telephone contact email is the preferred method of sending/receiving documentation and provides an ongoing link with Land Managers, consultants and individuals.

actions taken when developing new understanding and solving problems, students assessing their suitability for new situations and make adaptations where necessary.

Working in real time and *virtual teams*, students collaboratively develop *conventions* for storing and presenting information (style guides, filenames, file structure, file access) to create information products and solve problems set in real-world contexts across the curriculum. They investigate threats to data security, such as accidental loss (copying older versions of files over the most recent versions), stealing (files from a network) and data corruption by viruses and hackers. They apply ICT techniques and privacy law principles to protect individual and team files from unauthorised access and accidental damage.

Students, individually and in teams, use ICT to make detailed project plans that identify tasks to be done, resources needed and timelines for completion. They annotate these plans to explain changes made during the execution of tasks. When selecting hardware and software for each task, students consider the capabilities and limitations of ICT tools and recognise that their choice is influenced by the characteristics of the data to be manipulated.

Students consistently apply commonly accepted **ICT presentation conventions** and use efficient procedures and techniques to solve problems,

NB: The use of this technology is as a tool that compliments the project.. not an end in itself, thus Level 4 is an appro

and create quality information products that fulfil their purpose. They accept and respect differences in others' approaches to using ICT for solving problems and designing products, and respect cultural diversity among uses of ICT. Students use ICT techniques to make their information products accessible to a wide audience, taking into account special needs. For example, providing options to view a website in different font sizes assists visually impaired people, and transcripts of speeches assist the hearing impaired.

Students develop **criteria** to evaluate their own and others' work and use them to assess quality and the extent to which the purpose is fulfilled.

Students continue to share ideas with the teacher and others through email, contributing to forums, SMS messaging, and websites. They develop knowledge and understanding about the ethical use of ICT through practical experience, observation of own and others' behaviour, and by researching strategies for protecting vulnerable users from accessing or receiving unwanted information from the internet.

While ICT is an interdisciplinary domain, which means that students should be applying the knowledge and skills associated with this domain to all other areas of learning, this does not preclude schools from offering ICT as a stand-alone student at this level.

