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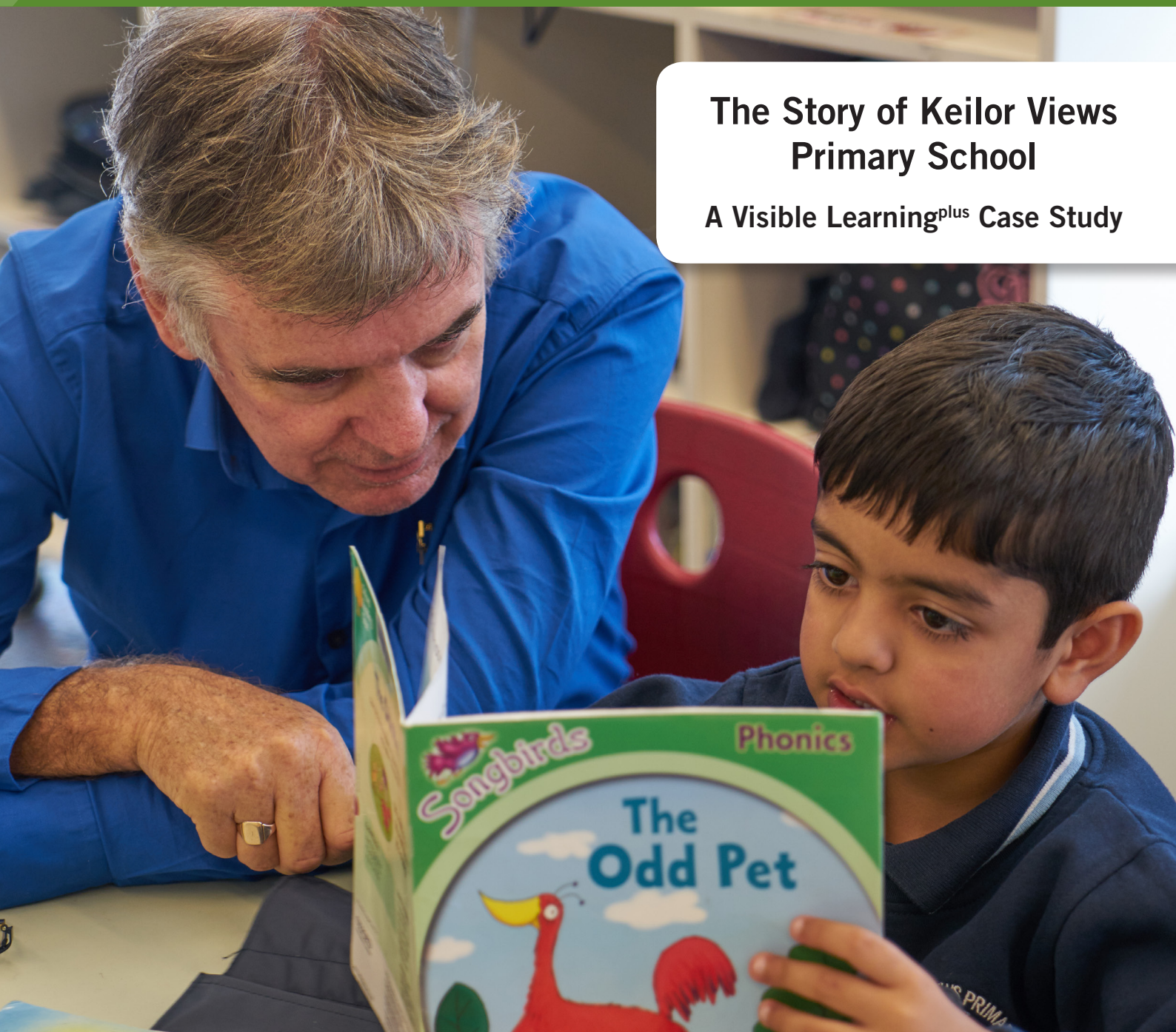
visible  
learning<sup>plus</sup>

# Making Learning Visible by Knowing Thy impact

Visible Learning<sup>plus</sup>: A Proven Program for School Improvement

The Story of Keilor Views  
Primary School

A Visible Learning<sup>plus</sup> Case Study



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# About Visible Learning<sup>plus</sup>

The Visible Learning<sup>plus</sup> school change model of professional learning is based on one simple belief: every student should experience at least one year's growth over the course of one school year.

However, this simple statement can lead to a host of questions: How do we measure growth? What does a year's progress look like? What factors contribute the most to student learning? How do we account for students with different abilities?

The story of Keilor Views Primary School illustrates how Visible Learning<sup>plus</sup> harnesses the collaborative energy of educators to maximise the impact on student achievement.

**For more information about the Visible Learning<sup>plus</sup> model of school improvement, please visit [au.corwin.com](http://au.corwin.com) or contact a Corwin representative at (03) 8612 2000.**

## Exclusively from Corwin

Corwin is the exclusive provider of Visible Learning<sup>plus</sup> seminars, events, training, and consulting in Australia. For 25 years, our mission of "Helping Educators Make the Greatest Impact" has guided us in finding practical, research-based solutions to the challenges that educators face. We are proud to be your partner for all Visible Learning<sup>plus</sup> professional learning.

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# Keilor Views Primary School, Victoria

## The Context

Keilor Views Primary School was formed in January 2010 from the merger between Keilor Downs Primary School and Calder Rise Primary School. It is located in Australia, 25 kilometers north west of Melbourne in the suburb of Keilor Downs. Keilor Views has 420 students, ranging from the preparatory level (5 years old) to year 6 (11–12 years old). The students are ethnically diverse, with many speaking a language other than English. Many are from homes where the income is below the national average.

The 24-member teaching staff is drawn largely from the two former schools. It is led by Principal Charles Branciforte and Assistant Principal Rita Szrenko. Rita is also the school's curriculum and assessment leader, and has worked as the school's teaching and learning coach.

## The Approach

This story is primarily focused on the concept of 'Know Thy Impact'. It looks at how teachers and leaders at Keilor Views Primary School are learning to look for evidence of their impact on students, considering this evidence through their students' eyes and taking on board the lessons for their own learning and practice.

As a consequence of the classroom observations and walkthroughs that had become a normal part of the school's routines, the leadership team had a strong sense of what was going on inside classrooms. This was affirmed through implementation of the Visible Learning<sup>plus</sup> tools and processes, such as student interviews and focus groups. It was clear to the team that students were often not at the center of teaching and learning and certainly did not have the understandings and strategies they needed to "see themselves as their own teachers." When the student focus groups were asked about what they thought a 'good learner' looked like or did, they gave the following responses, most of which indicated a passive approach to learning: "Listens to the teacher." "Does their work." "Not distracted by others." "Tries their hardest." "Starts their work straight away." "Focused." "Asks questions."

Our aspiration for Visible Learning in our school: All students at Keilor Views Primary School will show greater than a year's growth for one year's input in all learning disciplines, and they will exhibit qualities of assessment capable visible learners. The language of learning, assessment, and feedback will be embedded across the school.

Following a trip to New Zealand, Keilor Views Primary School joined with 21 other schools in the region to enroll in the Network Visible Learning three day series. A Visible Learning<sup>plus</sup> consultant took on the role of critical friend and external coach, guiding the school in its review of learning needs for students, teachers, and leaders. The school formed a guiding coalition, with the leadership team taking responsibility for planning the whole-school journey, and selected teachers were invited to focus on classroom practices.

The team understood that the school's intended outcomes for students needed to be intimately connected to the intended outcomes for teachers and school leaders. The importance of developing the characteristics of visible learners in educators as well as in students was summarized in the following statement: We are an inclusive educational setting that prides ourselves on the delivery of a quality curriculum based on the principles of Visible Learning where we are building assessment-capable learners. When teachers see learning through the eyes of their students and students see themselves as their own teachers, we become highly visible learners together.

Our ongoing evaluation against the principles of Visible Learning forms the basis of our whole-school strategy. It impacts on all we do, from providing an engaging curriculum, to creating high expectations, to closing the feedback loop through formative assessment that promotes individual growth, to maximizing attendance, and to creating a shared vision that raises enthusiasm for learning.

**“ Recently at the Visible Learning Conference, Professor John Hattie stood up in his opening address and said, “I’m looking at you all and thinking ‘What if I got this wrong?’” I feel the same way when educators ask to visit and I always end up in the same place – that Keilor Views is a living, breathing example that he didn’t.**

**– Charles Branciforte,**  
*Principal*





# Keilor Views Primary School, Melbourne



Quantitative data is critical to an understanding of impact at both the classroom level and the whole-school level: We regularly look at and share student data of achievement and growth as a way of reflecting on the learning and the effectiveness of our professional program. We evaluate and re-evaluate based on what other support needs to be in place.

Teacher benchmarking data is collated each term in order to analyze whole-school achievement in reading. The data is shared with staff to facilitate discussions centered on the key questions, “Where are we going?” “How are we going?” “Where to next?”

As they implemented Visible Learning in their school, the guiding coalition at Keilor Views was deeply aware of the need to build relationships of trust and challenge; there had to be transparency in the way we operated and the default position of ‘trust’ was paramount- trust in the data you are receiving from the previous teacher from year to year, trust that the intention of ‘educational walks’ into your classroom is to identify growth and learning points in students and to provide you with quality feedback, trust that this coaching model really is reciprocal and will help build your professional capacity, trust in the research, and trust in the instructional knowledge of the school’s leadership.

## The Impact

Following the completion of its first impact cycle, the teacher observations and walkthroughs revealed that teacher pedagogy had become more consistent and was more in line with what is needed for both students and teachers to be assessment-capable.

Changes at the school level, such as opportunities for collaborative planning using shared templates, were supporting the shifts. Visible Learning began to take on a momentum of its own:

“I began to get very deliberate about my planning and delivery of learning content. My planning documents were no longer just for compliance; they were a living, breathing reflection of what was happening in my room. The more purposeful I got, the clearer the student voice became about success and achievement.”

Today, Keilor Views is regarded as an exemplar school by other school communities who visit on a regular basis to see the shifts that have taken place. Keilor Views understands that the journey is never over. Ongoing inquiry into impact means that there is always something new to learn and improve upon:

The school has a plan in place that includes specific targets and strategies for achieving those targets. The plan sets out the learning and change that is needed for all groups – students, teachers, leaders, and families/communities. It explains how the learning will be undertaken, how it will be monitored, and how the school will know it has achieved its targets.

## Joy in the Journey

When I am lucky enough to take school tours of prospective families or visitors to our school, I can’t wipe the smile off my face. It is only when I step back and observe where we are at that I realize the extent of our journey and all that we have been able to achieve. The key to our success is attributed to many factors, but the standout aspect for me, coming from a teaching and learning perspective, is the goal congruence of the leadership team. Everything we do leads back to ‘How will it help students learn?’ and ‘What is best for our students?’ This is our core business and this is what we should be spending time on. We have come a long way in recent years and I look forward to seeing what lies ahead!



# 3 Ways to Get Started



## 1. School Self-Assessment Matrix

How does your school measure against the five strands of Visible Learning<sup>plus</sup>? Certified consultants will conduct a half-day site visit to collect and analyse baseline capability data to determine your school's readiness for Visible Learning<sup>plus</sup>. A full written report is provided.



## 2. The Foundation Series

Begin your Visible Learning<sup>plus</sup> journey by building your team's foundational knowledge of the Visible Learning research. Teachers and school leaders will receive tools for gathering evidence of effective practice and create a plan for making learning visible for all students.



## 3. Collaborative Impact Program

The Collaborative Impact program is our gold standard for sustainable reform, as it aligns system leaders, school leaders, and teachers with a proven process to build capacity for change over 3-5 years, with measurable results.

**Contact a Corwin representative for a tailored professional learning & development pathway:**

**Email:** [info@corwinaustralia.com.au](mailto:info@corwinaustralia.com.au)

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