

In 2012, there have been a number of changes at Keilor Campus that have positively influenced the way we teach and learn. Research by the highly-regarded Professor at Melbourne University, John Hattie, has clearly demonstrated that it is what teachers know, do, and care about which is very powerful in the learning equation. The most effective strategy of all is giving regular feedback and fostering an atmosphere of trust - these are qualities within the reach of every teacher to improve on.



Teachers have been engaged in Peer Observations as a focus of their professional learning, where they visit each other's classes and discuss teaching strategies used, engagement with students and ideas for improved learning outcomes. The Peer Observations have been highly productive in terms of learning new ideas by watching another practitioner and working through provision of constructive feedback. Across the College there are over 200 teachers with a pool of skills and knowledge that is enhanced by this program, which will lead to improved student learning. As well as giving feedback to each other, teachers have been working to develop improved feedback to students through wider use of assessment rubrics and online strategies such as blogs.



Learning outside of the classroom is equally important and I have been pleased to see strong learning partnerships form in activities such as outdoor education, performing arts and sport. Whether it is mathematics, furniture construction, media studies, chemistry or when undertaking a bushwalk, the success of the activity in terms of results is more dependent on the teacher-student relationship than any other single

factor. It reflects the importance of relationship building and a good pastoral care system.

Since joining the College, I have seen the creation of new buildings that have changed the nature of learning spaces. In the Senior School, break-out areas in the Humanities and English areas allow group learning and the use of glass breaks down the box-like concept of a class 'room'. Open learning areas and general learning spaces have all had data projectors and speakers for some years to enable good ICT opportunities at all year levels,

augmented by desktop, notebook and, this year, tablet devices.

In the Junior School, layout of classrooms and communal areas has been carefully designed to optimise learning. Each year level has its own precinct, consisting of four classrooms, a communal learning space, small group and individual learning rooms, a wet area and bag storage areas. As in the Senior School, there is significant visual connectivity between all of these spaces and all classrooms have views across the valley to the north. A vibrant colour scheme has been used, including extensive use of coloured glass for group and individual writing. The opportunity to combine classes and develop inter-class groupings is enhanced by sliding panels that enable direct movement between adjoining rooms. Student resources are readily at hand and there are extensive opportunities for display of student work. Intervention programs and small group withdrawal take place in purpose-built rooms within each year level precinct.

In every Junior School classroom there is an interactive white board, which provides the opportunity for students to teach each other and demonstrate their learning. Teachers use new software to enhance learning and the curriculum contains links to Information and Communication Technology to a degree that has not been achievable in the past.



Each year level has a class set of iPads that students use to create projects and develop skills and knowledge. The Junior School teachers have been trialling iPads