

# Senior Campus Approaches to Learning 2022



Launceston  
Grammar

EST. 1846

Approaches to Learning 2022	Outstanding	Good	Satisfactory	Below level expected	Unsatisfactory
<p><b>Self-management</b> Student demonstrates a capacity to regulate their behaviour proactively and reactively in learning scenarios to model the school's virtues.</p>	<p>Student demonstrates all or most of the following behaviours:</p> <ul style="list-style-type: none"> <li>- Brings organised materials to class every lesson</li> <li>- Uses the computer as intended for learning purposes</li> <li>- Encourages others to work courteously</li> <li>- Effectively employs a range of strategies to manage attention, change, worry and disappointment</li> <li>- Wears outstanding uniform</li> </ul>	<p>Student demonstrates all or most of the following behaviours:</p> <ul style="list-style-type: none"> <li>- Brings materials to class every lesson</li> <li>- Uses the computer mostly as intended for learning purposes</li> <li>- Focuses on their own work</li> <li>- Uses strategies to manage attention, change, worry and disappointment</li> <li>- Wears good uniform</li> </ul>	<p>Student demonstrates all or most of the following behaviours:</p> <ul style="list-style-type: none"> <li>- Brings most required materials to class every lesson</li> <li>- Receives reminders to redirect attention back to task on the computer</li> <li>- Mostly on task in the classroom</li> <li>- Is mostly able to manage attention, change, worry and disappointment</li> <li>- Receives occasional uniform reminders</li> </ul>	<p>Student demonstrates all or most of the following behaviours:</p> <ul style="list-style-type: none"> <li>- Leaves class to gather materials</li> <li>- Often must be redirected back to the task on the computer</li> <li>- Struggles to self-regulate behaviour in the classroom</li> <li>- Receives regular uniform reminders</li> </ul>	<p>Student demonstrates all or most of the following behaviours:</p> <ul style="list-style-type: none"> <li>- Consistently comes to class without materials</li> <li>- Does not use computer as intended for learning purposes</li> <li>- Shows minimal to no evidence of self-regulation of behaviour in the classroom</li> <li>- Does not wear uniform as expected</li> </ul>
<p><b>Time-management</b> Student reflects the capacity to prioritise tasks, meet deadlines, and use time productively, efficiently, and effectively.</p>	<ul style="list-style-type: none"> <li>- Completes all tasks to expectations and submitted on time</li> <li>- Collaborates for a solution with teacher in advance when needed regarding conflicting commitments</li> <li>- Is always punctual</li> <li>- Uses class time to work productively, efficiently, and effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Completes tasks mostly to expectations but always on time</li> <li>- Communicates with teacher in advance when needed regarding conflicting commitments</li> <li>- Arrives mostly on time to class</li> <li>- Mostly uses class time effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Completes tasks mostly to expectations and mostly submitted on time</li> <li>- Communicates with teacher at the time or afterwards regarding conflicting commitments</li> <li>- Arrives occasionally late to class</li> <li>- Generally uses class time effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Submits incomplete tasks which are often late</li> <li>- Conducts minimal follow up when conflicting commitments happen</li> <li>- Arrives often late to class</li> <li>- Makes little productive use of class time; often asks to leave the classroom (EG: bathroom, drink)</li> </ul>	<ul style="list-style-type: none"> <li>- Submits tasks which do not fulfil requirements and are late</li> <li>- Misses important learning due to lack of communication regarding absences</li> <li>- Arrives late almost every lesson</li> <li>- Does not use class time and/or asks to leave regularly</li> </ul>
<p><b>Engagement</b> Student shows a capacity to manage their attention and motivation to connect with learning in the classroom.</p>	<ul style="list-style-type: none"> <li>- Demonstrates focus and attention for all tasks in class</li> <li>- Involves others to encourage their engagement and motivation</li> <li>- Actively listens to the classroom discussion and responds to grow the learning of all</li> <li>- Suggests new ideas to build learning experiences in the classroom</li> <li>- Considers, respects and analyses different opinions when collaborating</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates attention for all tasks in class</li> <li>- Demonstrates motivation for learning</li> <li>- Builds on the ideas of others in classroom discussions</li> <li>- Asks clarifying questions</li> <li>- Considers and responds to different opinions when collaborating</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly pays attention in class</li> <li>- Mostly demonstrates motivation for learning</li> <li>- Contributes to classroom conversations</li> <li>- Follows all teacher instructions</li> <li>- Listens to different opinions when collaborating</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes pays attention in class</li> <li>- Sometimes appears motivated</li> <li>- Responds when prompted</li> <li>- Mostly follows teacher instructions</li> <li>- Listens to others when collaborating</li> </ul>	<ul style="list-style-type: none"> <li>- Shows an inability to manage where attention goes</li> <li>- Does not show motivation for learning</li> <li>- Often discusses unrelated topics in class</li> <li>- Shows no evidence of listening to others and resists group allocations</li> </ul>
<p><b>Perseverance</b> Student reflects a willingness to continue through learning challenges and problem solve through setbacks.</p>	<ul style="list-style-type: none"> <li>- Learns from and grows through setbacks</li> <li>- Asks questions about feedback to adjust learning mistakes</li> <li>- Shows clear progression in learning towards mastery</li> <li>- Embeds new skills, techniques and strategies in learning scenarios</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently persists through setbacks</li> <li>- Uses feedback to adjust learning mistakes</li> <li>- Shows progression in learning</li> <li>- Develops new skills, techniques and strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Manages setbacks</li> <li>- Reads feedback to become aware of learning mistakes</li> <li>- Identifies areas of growth for future</li> <li>- Open to learning new skills, techniques and strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently manages setbacks</li> <li>- Shows minimal evidence of understanding feedback and mistakes</li> <li>- Shows minimal evidence of making plans for future growth</li> <li>- Tries out new learning skills</li> </ul>	<ul style="list-style-type: none"> <li>- Appears to give up when faced with challenges</li> <li>- Shows no evidence of goal setting, use of feedback, or dedication to growth</li> <li>- Relies on existing skills</li> </ul>

