Caroline Chisholm School

Ambition Confidence Success

Everyone Every Lesson Every Opportunity

High Performance Learning
End of Year newsletter

What is High Performance Learning?

The High Performance Learning (HPL) philosophy sees all students as potential high performers who are not limited by ability. The Advanced Cognitive Performance Characteristics (ACPs – how our students learn) and the Values, Attitudes and Attributes (VAAs - how our students behave) drive Teaching and Learning across both Primary and Secondary phases in all subjects. This philosophy ensures are students are advanced performers, enterprising learners, intellectually and socially confident with a global outlook and a concern for others. The wonderful examples below showcase our HPL vision in action.

ACPs:

ANALYSING
- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

META-THINKING
- Meta-cognition
- Self-regulation
- Strategy-planning
- Intellectual confidence

REALISING
- Automaticity
- Speed and accuracy

CREATING
- Intellectual playfulness
- Flexible Thinking
- Fluent thinking
- Originality
- Evolutionary and revolutionary thinking

LINKING
- Generalisation
- Connection finding
- Big picture thinking
- Abstraction
- Imagination
- Seeing alternative perspectives

VAAs:

AGILE
- Enquiring
- Creative and enterprising
- Open-minded
- Risk-taking

EMPATHETIC
- Collaborative
- Concerned for society
- Confident

HARD WORKING
- Practice
- Perseverance
- Resilience

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Contents

Year group spotlight - Reception
Skills spotlight: Agile, Analysing, Empathetic, Linking and Meta Thinking

Reception have been busy using lots of the HPL ACPs and VAAs throughout their learning! Pupils have been looking closely at their new caterpillars which have arrived recently! The children have been very excited to watch their journey by slowly getting bigger, turn into cocoons and then emerge as butterflies! This links with our learning around the book 'The Very Hungry Caterpillar' which also helps the children learn days of the week and counting.

ACPs: Meta-thinking - talk about ideas and experiences with others
Linking - Making connections with their ideas/non-fiction books about lifecycles etc
Analysing - using newly learned vocabulary e.g., lifecycle and metamorphosis

VAAs: Agile - keen to learn and ask questions and Empathetic - Concerned for society

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Year group spotlight - Year 1
Skill spotlight: Agile, Creating and Linking

In Year 1, we have been setting home learning challenges requiring the children to be creative in their approach to making a new game. We also had a year 1 sports event in which the children participated in some sports events in their houses.

Year 1 have also been looking at how our bodies change as we get older, looking for similarities and differences. Can you guess who the two babies are?

Year group spotlight – Year 2
Skills spotlight: Analysing and Creating

For Year 2's Sensational Start, they have been learning about Formula 1 and have created their own car! They used their Analysing and Creating skills to discover what materials could make the car the fastest and think about why this is the case.

The children had to work together to create a moving vehicle. The children could be as creative as they wished. The criteria was very simple – 'make a moving car and choose your materials'.

Teams experimented with different materials and adapted depending on what was available.
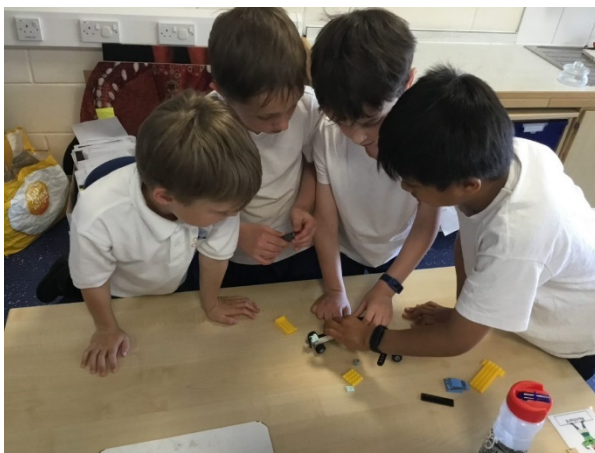
The children's finished designs:
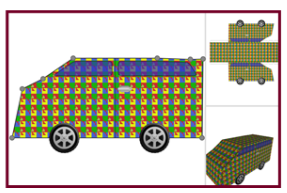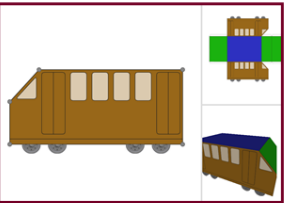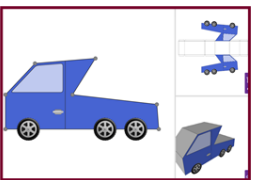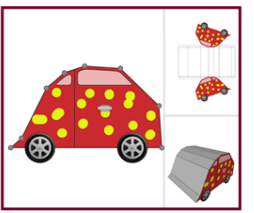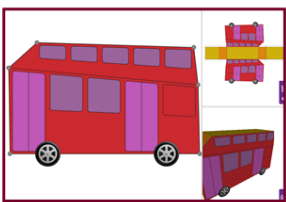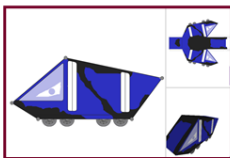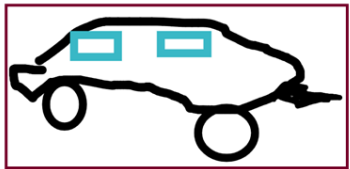
But the creativity did not stop there! During computing lessons – Year 2 children were given the instructions to use the 'Purple Mash' software to create a vehicle. Their criteria using the computing software was that the vehicle needed to have wheels.

Year group spotlight – Year 3
Skills spotlight: Agile, Creating and Realising

Year 3 have been using their ACPs as part of their morning work where they have used their Realising skills to recalls facts with fluency and their Creating skills to apply flexible thinking and originality to solve problems.

They have also been using their VAAs with their science where they have been agile learners and have been resourceful in order to be creative and enterprising to show the lifecycle of a plant, building on prior knowledge from KS1.

Year group spotlight - Year 4

Skills spotlight: Empathetic and Meta Thinking

Here are a few pictures of our recent drama in English. We put ourselves in the position of an Anglo-Saxon villager who had stayed behind during a Viking Invasion, which linked to our learning theme.

We used 'Sculpting' and 'Communal Voice' drama techniques to think about how these people felt and considered different perspectives of what they should do in their situation.

Year group spotlight – Year 5
Skills spotlight: Analysing and Linking

Year 5 have been learning about life in the past and why the events that happened affect us now. We linked our learning and looked at similarities and differences.

LEQ: Why were the inventions and discoveries in the 1800s so important?

- Starter:

What important events can you remember from your timeline?

Why were these events important?

Inventions, discoveries and the people who made them

- Take a look at some of the examples on the next slides.

- Why do you think these inventions or discoveries were so important?
- How did they help the industrial revolution?
- How did they help society?
- Are they still being used today?

Year group spotlight - Year 6

Skills spotlight: Agile, Analysing, Creating, Empathetic and Linking

Pupils in Year 6 have been thinking about innovation for the future by looking at replacing plastic with different materials. They have been investigating and making materials that could be used to make plates, spoons and cups. They have been thinking about the advantages and disadvantages of each material and testing & comparing them with the plastic alternatives.

Year 6 have also been learning about encouragement, and the ways in which they could give encouragement through words. This links to the VAA Empathetic, and ACP Creating.

Good Morning!

- Please continue with your words of 'ENCOURAGEMENT'.
- How would you give encouragement to someone?
- What words would you use?
- How can you present your work in a creative way?

I'M SO PROUD OF YOU. I JUST WANTED TO TELL YOU IN CASE NO ONE HAS.

You are AMAZING. You are BRAVE. You are STRONG.
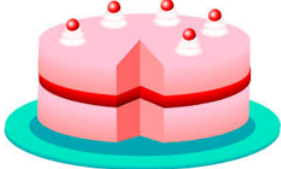
YOU BECOME WHAT YOU BELIEVE.

If you don't believe in MIRACLES perhaps you've forgotten that you are one...

always REMEMBER YOU ARE BRAVER THAN YOU BELIEVE STRONGER THAN YOU SEEM SMARTER THAN YOU THINK AND LOVED -MORE THAN YOU KNOW-
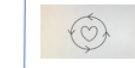
Good Morning!
Recipe for a Friend

Start with three scoops of kindness
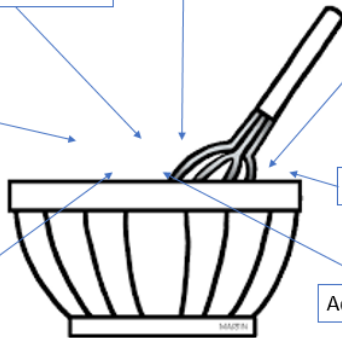
Sieve in four heaps of loyalty

Mix in three teaspoons of smiles

In addition, place 100 grams of patience into the bowl.

Fold in a handful of trust

Whisk in a spoonful of forgiveness

Add a splash of humour

Secondary Phase Achievement Points

Following the HPL framework, we use the Values, Attitudes and Attributes (VAAs) to reward our Secondary Phase students with Achievement points. VAAs help to promote and draw out empathetic, hard-working and agile characteristics in all our students.

Detailed below are the achievement point totals for each house.

Brisbane House	6,153	23,610	12,680

The winners!!! 👏🎉🏆

Melbourne House	6,465	25,051	12,574

Perth House	6,492	24,091	12,894

Sydney House	6,527	24,470	12,555

High Performance Learning Global Project

Our HPL Ambassadors (Year 7), Helpers (Year 8) and Captains (Year 9), took part in a HPL morning using their **creativity and strategy planning skills.** The students were given a brief and encouraged to be as creative as possible.

The Challenge

The world seems a smaller place since a global pandemic has united us. Everyone has had to face challenges and be prepared to adapt our way of living, studying, and socialising. We have had to develop our empathy, agile thinking, and work ethos to cope and thrive. We've needed to be flexible in our thinking and resilient to change. But have we all coped in the same ways? How has the pandemic impacted you and how has HPL helped?

Below are some lovely pictures of our students working on their projects. In September, our Ambassadors, Helpers and Captains will be speaking with other HPL schools around the globe and sharing their experiences.

Live Now

I'm at a Computer all day
My eyes are red as I sit in dismay
Pages of Schoolwork written by hand
No time to frolic on my Land

No one on the streets today
Everyone has to stay away
Two meters or more
Or Sickness you will pour

Some people have to say goodbye
Let their souls free and fly
Lots of people are soaring in the sky
As their relatives sit and cry

Medical Staff work ever so hard
As rainbows fill my backyard
For all the battles you have fought
We clap and give our support

If we stay united
The end will be sighted
Hold our hands to make it through
And don't Let go because I love you

getting Bored inside
Way too many games of scrabble
Way too many times ive cried
mums starting to Babble

Department spotlight - Art
Skill spotlight: Hard Working - Resilience and Perseverance

In the last term, we have been encouraging students to work more independently to showcase their **resiliency and perseverance skills.** Year 9 have completed a Mini GCSE Project where they had to choose from 3 themes (food, abstract or landscape) and then find an artist that **links** to that theme as well as researching and producing work on that artist.

See some examples of the fantastic projects below:
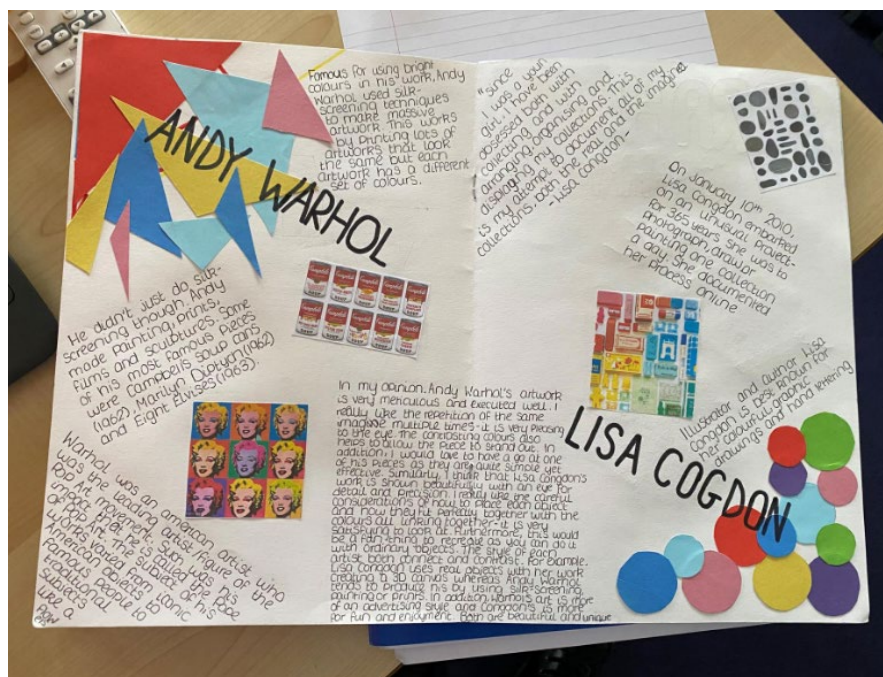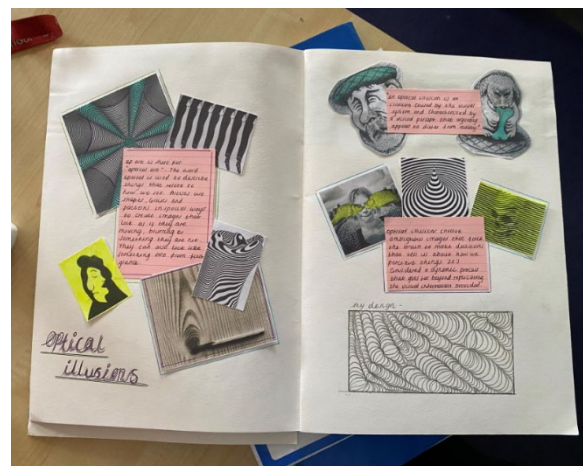
Department spotlight - Business Studies

Skill spotlight: Analysing, Creating and Agile - Risk taking

When studying Recruitment and Training, Year 12 students had to analyse the best ways to select the right candidates for jobs. Interviews are common, therefore each student agreed to have a go at an interview situation where one student was the interviewer, and one was the candidate. Those up to the challenge had to answer some of the top high pressure interview questions in front of the class in interview conditions.

Some of the questions asked were:

- You're a new addition to the crayon box, what colour would you be and why?
- If you had the opportunity, how would you transform society?
- If you could only choose one song to play every time you walked into a room for the rest of your life, what would it be?
- You've been given an elephant. You can't give it away or sell it. What would you do with the elephant?
- Describe the colour yellow to a blind person.

To develop this further, students then had to create a set of their own interview questions and evaluate why they would ask them and what information they would obtain.

Thanks to Mrs Freezer and her Year 12 class!

Department spotlight - Drama

Skill spotlight: Linking and Meta-Thinking - Strategy planning

In Years 7 and 8, the students are working on scripted pieces. Using their linking skills, the focus is on using previous knowledge of drama techniques to transfer their script from page to stage. This also covers, among others - Intellectual playfulness, originality, evolutionary thinking, self-regulation, strategy planning, connection finding, abstraction, logical thinking, precision, multi-step problem solving and of course automaticity.

Department spotlight – English
Skill spotlight: Realising – Speed and Accuracy

Year 9 are currently studying Crime and Punishment in Victorian London. Their first lesson of the unit focused on Agility skills and Big Picture Thinking as they had to research what life was like in Victorian London.

The image below shows a recall quiz which questions the key information from the first lesson. We focused on how **quickly** and **accurately** they could recall the learned information. Students self-assessed their answers and corrected them. The same quiz was taken at the end of the week and allowed the class to compare their scores in order to see if they repeated the same mistakes again or improved their scores.

Big Question: What is the key context information?

1. Why did people move to industrialised cities?
2. Why did young children have to work?
3. How many hours a day would people be expected to work?
4. How would you describe the streets of London? List 3 adjectives.
5. Define destitute.
6. In 1875, the Public Health Act was passed. What did this mean for the streets of London?
7. What was housing like?
8. Who attended schools?
9. What is a ragged school?
10. In what year was the Poor Law Act passed?
11. What did the Poor Law enforce?
12. What happened to families in the workhouse?
13. In 1848, an estimated _____ homeless, filthy children lived on the streets of London.
14. What type of jobs were people forced to do?
15. Write down one other fact you learnt in your enquiry task yesterday.

Student success –

A great example of Agility skills from Mihir, 9JKI.
(Pictured right)

Why did people move into industrialised cities?
People wanted more reliable and urban jobs, rather than agriculture. Jobs were being taken over by machinery.

Why did young children have to work?
Young children were required to earn money for their families to provide for food. They were also better suited to fix machinery inside factories.

How many hours a day were people expected to work?
10 - 14 HOURS a day   13 - 17 hours

How would you describe the streets of London?
Disgusting, disorganised, crowded

Def Destitute?
Destitute refers to the extreme poor and hungry.

In 1875, the Public Health act was passed, what did this mean for the streets of London?
It meant that sewage and waste was managed through pipes however it didn't change the dirt roads and overcrowding.

What was housing like?
Housing was very crowded and small and made of bricks. Only the rich could afford big houses.

Who attended schools?   Cramped
Usually only rich people could send their children to school. Boys were usually sent to schools and girls were educated at home if possible.

What is a ragged school?
A school for the poorest communities to educate them and prevent future crime.

What year was the poor law passed?
1834

What did the poor law enforce?, what happened to families in the workhouse?
It meant that it was more difficult to be admitted into a workhouse and that the work was often very difficult. Separation of families and genders and disabilities was common. This was a government plan to try to push people back to providing for themselves since the rich thought that they were being lazy.

In 1848 an estimated 30,000 homeless, filthy children lived on the streets of London.

Skill spotlight: Empathetic - Concerned for Society

The unit for Year 7 this term is 'Children That Changed The World'. This week alone we have looked at Boyan Slat (a climate change activist), Claudette Colvin (a young girl who refused her bus seat to a white person before Rosa Parks!) and Iqbal Mesih (a young Pakistani boy who fought against abusive child labour in Pakistan and was later assassinated).

By teaching the students about other children who have made a lasting positive impact on the world they have really started to understand and respect the differences in their lives and backgrounds compared to others. We have had some really important conversations about Iqbal Mesih in particular and about the ethical and moral issues that are still prevalent today in certain countries.

Task 1 – Non-fiction writing

Create a newspaper article to inform people about Iqbal.

Use all your research to help you.

Remember the key features of an article:
Headline
Subheadings
Facts and statistics
Emotive language

Battled child labor, boy, 12, murdered

Skill spotlight: Creating and Empathetic

During Diversity Week, students were learning about the importance of challenging homophobia in schools and celebrating the LGBTQ+ community. English students used their **empathy skills** to write a supportive letter to Sherwin – a fictional character in a short film about expressing feelings.

Practice:

Imagine you are Sherwin's friend. Choose a moment in the short film and write him a letter to advise him on what you think he should do .

Success Criteria
- Emotive language
- Empathy
- Use your emotional intelligence
- Ambitious vocabulary
- Varied punctuation
- Offer solutions and encouragement.

WAGOLL
Dear Sherwin,

I am so sorry to hear that you are feeling so conflicted with your emotions. I am distraught to know that you feel that you have to hide who you are. It is not right. Things need to change.

just like us
EMPOWERING LGBT+ YOUNG PEOPLE

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School **Diversity Week** is a national celebration of LGBT equality in schools run by the charity Just Like Us. It is an opportunity to challenge homophobia and encourage tolerance in schools.

A student in 8AHL asked whether they could write a poem instead of a letter because they were feeling inspired. This student clearly showcases their **originality, creativity and empathy** skills.

Love is love and that's who I like

Love is love and that's all right

No matter of their gender or race

Or the looks on other people face

Even on a bad or cloudy day

Express your love no matter if you are gay

You don't need to hide your emotions

Feel like you're riding the oceans

Love is love and that's who I like

Love is love and that's all right

No matter of their gender or race

Or the looks on other people face

Department spotlight - Design Technology - Child Development
Skill spotlight: Meta-Thinking and Realising

Ms Horton's Child Development class were completing retrieval practice in preparation for their end of year exam whereby they had to **self-regulate** and revise. Students answered the questions individually before sharing and comparing with a partner.

Child Development revision — 🟢 Easier questions – often answered with a single word or phrase · 🔴 Stretch and challenge questions – could lead to a longer answer response where SPAG is assessed

	Is / does? Present	Can / if? Possibility	Should? Opinion	Would / could? Probability	Will? Prediction	Might? Imagination
What? Event	are the signs and symptoms of pregnancy?	happen if a child has no protein in the diet? 🔴	a couple consider before deciding to have a baby? (five factors)	happen if a condom splits during intercourse? 🟢	be the outcome if a fertilised egg divides before implantation?	might happen to a baby if each of it's primary care needs are not meet? 🔴
Where? Place	the opening of the fallopian tube point, in order to catch any eggs released?	an embryo implant to cause an ectopic pregnancy?	raw meat be stored in a refrigerator? 🟢	a woman choose to give birth?	a baby be positioned if it is breach?	a child experience the social expectations and values of their family?
When? Time	a child need to eat meals that match the proportions of the Eatwell Guide?	a pre-term baby be classed as viable (in order for intervention to be provided to save life)	a woman, pregnant with twins, begin antenatal classes? 🟢	genetic counselling be offered to a couple?	a woman be most likely to conceive during her monthly cycle?	an emergency c-section be needed?
Which? Choice	macronutrient (is) used primarily to give us energy?	foods (can) lead to dental decay if eaten in excess? 🟢	micronutrients (a vitamin and a mineral) should prevent a child from developing anaemia?	factors (could) put pressure on a couple to have a baby before they are ready?	contraceptive lasts for the longest length of time?	changes in lifestyle over the past 50 yrs (might) have led to the growing obesity crisis in children?
Who? Person	a pregnant woman see when she needs her anomaly scan? 🟢	administer an epidural? 🟢	a woman see if she thinks she is pregnant? 🟢	be most likely to choose the contraceptive injection as a form of birth control?	take over the care of a woman who has complications with her pregnancy?	choose to use natural family planning methods?
Why? Reason	the midwife check a pregnant woman's blood pressure at each appointment?	an amniocentesis be necessary?	a woman eat a healthy diet before trying to conceive?	forceps be needed during delivery?	a woman in severe pain choose to alter her birth plan? 🔴	a parent need to know the exact carbohydrate content of a meal?
How? Meaning	vernix protect the baby's skin while it is in the womb?	a partner support a pregnant woman during labour?	a normal labour progress? 🔴	a parent increase the amount of fibre in a child's diet?	a midwife support a pregnant woman to have a successful domino scheme delivery?	the development of a child be affected if they are not put in social situations from a young age? 🔴

HPL	**Self-regulation**	Answer the questions using your K+U of each topic. Compare your answer with your partner. Check your answer with your notes in your booklets
	Speed and accuracy	

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Department spotlight – Child Development

Skill spotlight: Intellectual confidence and Seeing alternative perspectives

Child Development students recently had to **examine** a range of factors that a nursery would need to consider when putting together a meal plan for the week. Students identified possible meals and then presented their ideas to a partner. Between them they identified the positive points (green writing) and the areas that may need changes (purple writing). In response to the feedback, they then had to **strategy plan** and with solutions to the problems, without completely changing the meal.

Justifying choices

- Create a mind map to explore 4 meals that the pre-school could serve to 4 year olds
- Use your knowledge of nutrition to identify the good and bad points about the dishes
- With a partner:
  - Discuss your ideas
  - Discuss solutions to the bad points you have identified e.g. spaghetti can be changed to pasta as *it is easier for a 4 year old to eat*
  - Justify your opinions (in italics above)
  - Feedback to your partner with your own opinion of their dishes
  - Adapt your decisions (if necessary) to show you have considered the views of others

HPL	Intellectual confidence	Using your knowledge of nutrition and the factors that affect meal planning, analyse your ideas for strengths and weaknesses. Have confidence in your justification of choices when explaining the reasons to your partner. Listen to their feedback and adapt your decisions as necessary
	Alternative perspectives	

Department spotlight – Music

Skill spotlight: Analysing, Creating, Realising and Meta-Thinking

In Year 7 Music, a large project that we have been working on is Blues which involved a range of HPL such as Analysing, Creating, Realising and Meta-Thinking. All students were given the tasks of learning the 12 Bar Blues Chords, Walking Bass and improvising Blues melodies separately (some of this in remote lessons.) To conclude the project, students were then put into groups and then tasked with combining these 3 elements into a Blues ensemble piece. This involved all of the HPL areas but also the thinking, applying and organising skills necessary to combine each part of the piece into a complete ensemble.

Department spotlight – PE
Skill spotlight: Creating and Meta-Thinking

Mr. Halsey's A Level PE class have recently been learning about the effect of altitude upon performance and how to acclimatise to reduce its potential negative effects upon performance.

Students were set the homework task below:

The group were given the rubric, so they knew the criteria they had to meet:

This was the output from one of the students which is a great piece of work showcasing their discoveries and their use of **strategy planning** and **creativity** skills.

For the biggest 3 games of the tour, the team needs to ensure they are properly prepared so that they don't experience any disadvantage in the games.

Four weeks prior to the tour, I well devote a great deal of training to endurance whilst at sea level, this is so the players can raise their VO2 max to a peak allowing them to perform at a lower relative intensity during the first competition at altitude (Johannesburg, 1753 metres above sea level) https://bjsm.bmj.com/content/47/Suppl_1/i17?int_source=trendmd&int_medium=trendmd&int_campaign=trendmd This suggests that well developed aerobic energy systems is a crucial determinant of team sports

Following the game in Johannesburg, the team will travel to Cape Town in order to prepare for the next fixture. As this is at sea level, the players will return to the high intensity training predominantly based on endurance in order to raise their VO2 max as much as possible. By training at such a high intensity, the players will feel more psychologically prepared for the game as they would have been training to their maximum. https://bjsm.bmj.com/content/47/Suppl_1/i17?int_source=trendmd&int_medium=trendmd&int_campaign=trendmd

Two weeks later, therefore two weeks before the first fixture, the squad will travel over Johannesburg giving them enough time to acclimatise to the conditions. Two weeks is enough time for many of the physiological adaptations to be made (despite full acclimatisation taking 4-6 weeks) as well as the severe disturbances including dehydration and sleeping problems having had time to pass. This means that the players will be prepared for performance in altitude as they have experienced the conditions in the training camp https://www.news24.com/sport/columnists/guestcolumn/altitude-early-or-late-20100330 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4126307/

After game 2, the team will stay in Cape Town where they will use hypobaric chambers to prepare them for the final game of the tour back at altitude (Johannesburg, 1800m above sea level). They will use these chambers to train in and then sleep normally at sea level. I believe this is the best option as they would have just been through intense training leading up to second game, therefore they can afford to drop the intensity slightly when training in chambers in order to acclimatise but then enabling them to sleep properly without disturbances. https://pubmed.ncbi.nlm.nih.gov/1483780/ Pre acclimatisation training in hypobaric chambers showed a 12% increase in haemoglobin concentration when climbers used them when preparing to climb Mount Everest.

The squad will then arrive in Johannesburg around 24 hours before the final fixture so that the severe disturbances will not have time to manifest, and they would have already acclimatised using the hypobaric chambers in Cape Town. https://journals.physiology.org/doi/pdf/10.1152/japplphysiol.00314.2017

Skills spotlight: Linking · Connection Finding, Big Picture Thinking and Abstraction

One of Mr Colman's PE students, Callum S, had a lateral knee ligament injury and used his scans to help his learning. A great example of using big picture thinking and finding connections in action!

Connection Finding – Previous learning of tendons and ligaments and apply to the following.

Big Picture thinking – Sports Injuries (cause, treatment, recovery)

First procedure to stabilise the knee Joint following the lateral Ligament injury (outside of the knee joint)

Q1 – What is the role of the ligaments?

Q2 – What are the characteristics of ligaments?

Abstraction – from "textbook page" to "MRI image"

Skills spotlight: Linking – Creating and Linking

Mr O'Reilly's class were set the task of showing originality and creativity when revising movement analysis. See some great examples below of students demonstrating their **creativity** and **linking** skills in a single lesson.

HPL Creativity in GCSE PE

- Pupils were asked to display elements of originality when recalling previously learnt material to a revision worksheet. The year 10 pupils below (Jessica Knights, Erin Webster and Francesca Allen) all excelled with their creative revision sheets on Levers, planes and axis.