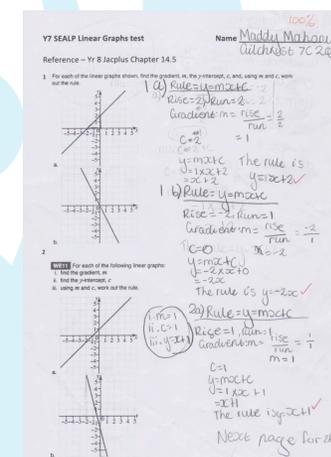
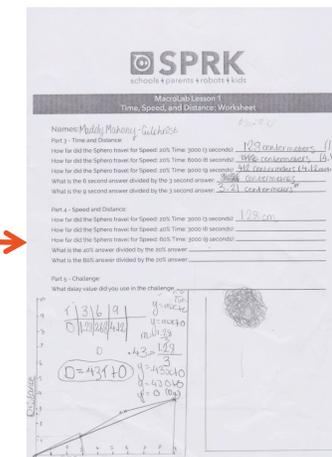
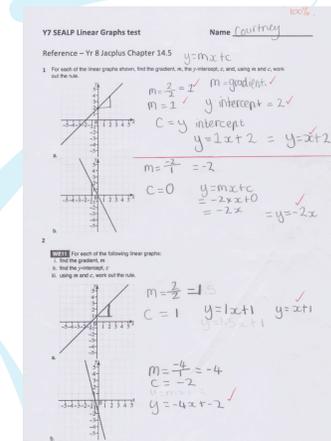
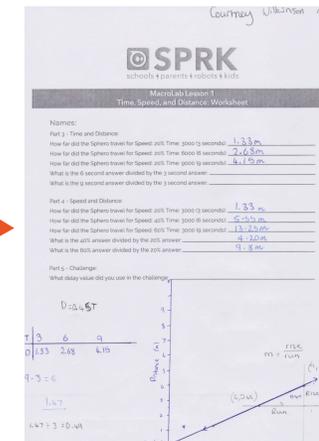


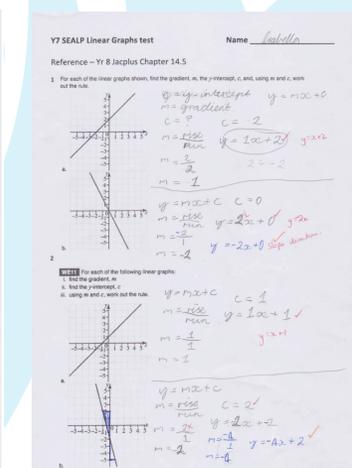
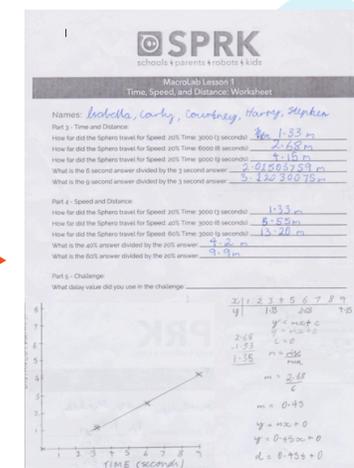
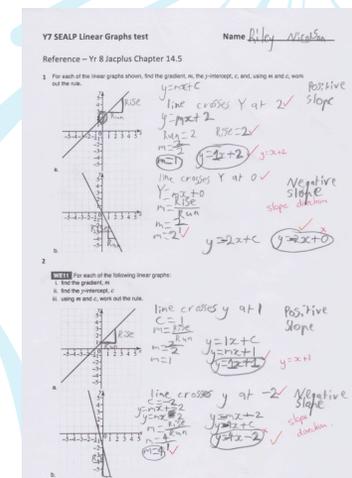
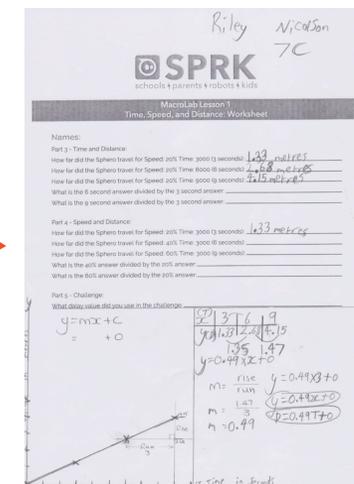
# The impact (academic – against the standards)

Student name/ identifier	Male/ Female	Pre-assessment	Academic score for this task AusVELS	Evidence
Student A	F	Top	8.0	The student was able to accurately plot points on a Cartesian plane, find coordinates for a given point and construct a table of values and use the table of values to construct a graph. From the graph the student was then able to accurately determine the rule for the linear equation by determining the y intercept and gradient and show understanding of the direction of the slope.
Student B	F	Top	8.0	The student was able to accurately plot points on a Cartesian plane, find coordinates for a given point and construct a table of values and use the table of values to construct a graph. From the graph the student was then able to accurately determine the rule for the linear equation by determining the y intercept and gradient and show understanding of the direction of the slope.



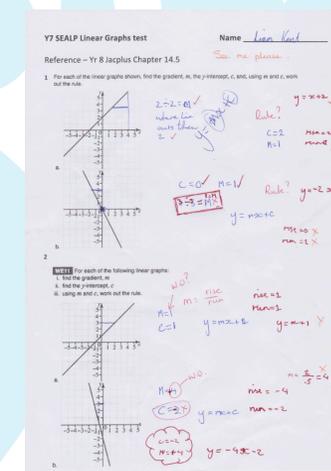
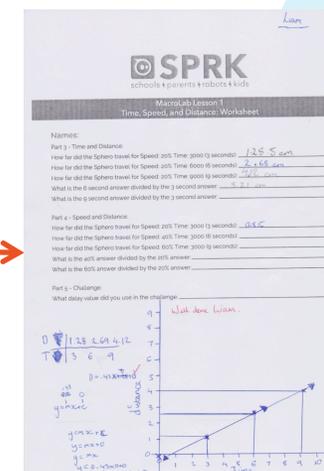
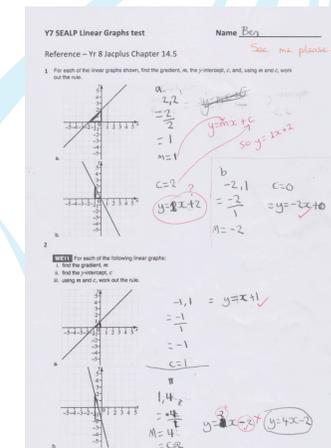
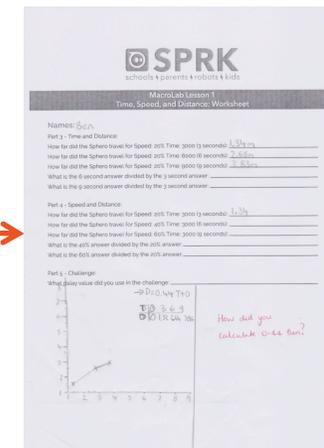
# The impact (academic – against the standards)

Student name/ identifier	Male/ Female	Pre-assessment	Academic score for this task AusVELS	Evidence
Student C	M	Middle	7.5	The student was able to accurately plot points on a Cartesian plane, find coordinates for a given point and construct a table of values and use the table of values to construct a graph. From the graph the student showed some understanding of how to use the features to determine the rule to the linear equation. The direction of the slope was not considered however the student could calculate the gradient and y intercept.
Student D	F	Middle	7.5	The student was able to accurately plot points on a Cartesian plane, find coordinates for a given point and construct a table of values and use the table of values to construct a graph. From the graph the student showed an understanding of how to use the features to determine the rule to the linear equation. The direction of the slope was not considered initially and reading the graph accurately was not consistently achieved.



# The impact (academic – against the standards)

Student name/ identifier	Male/ Female	Pre-assessment	Academic score for this task AusVELS	Evidence
Student E	M	Low performing	7.0	The student was able to plot points on a Cartesian plane, though struggled to do this accurately. He could find coordinates for a given point and construct a table of values. From the graph the student showed limited understanding of how to use the features to determine the rule to the linear equation. The student was unable to consistently gather information from the graph to be able to work out the rule. He could do this only with the support of his team.
Student F	M	Low performing	7.0	The student was able to accurately plot points on a Cartesian plane. He could find coordinates for a given point and construct a table of values. From the graph the student showed limited understanding of how to use the features to determine the rule to the linear equation, this was only accomplished with support of his team. His test results indicate he is unable to independently calculate the rule to a linear equation using data from a graph.



# The Impact (6Cs/broader life skills)

Collaboration							
Student name	M / F	Stud pre-rate	Working interdependently as a team	Interpersonal and team-related skills	Social, Emotional and Intercultural skills	Leveraging Digital	Managing team dynamics and challenges
Stud A	F	Top	3 The student showed a good understanding of the fact that each team member had different strengths and was able to contribute well using her strengths. She contributed well to making team decisions.	4 The student understood the importance of listening to all members of the team and to making responsible contributions. Her example allowed her team to function to a high degree collaboratively.	4 The student is a quiet worker and worked effectively in a way that supported the best outcomes for the team.	5 The student was able to use multiple digital resources to research, collaborate and present, to ensure that all team members were contributing to the final product.	4 The student was fully aware of her own capabilities and how they best supported the outcomes for the team.
Stud B	F	Top	4 This student was able to describe how each member of her team had different strengths and how this was used to make decisions that were best for the whole team. The contributions of each of her team members was obvious in their final product.	4 The student showed a good understanding of collective ownership with a strong sense of shared responsibility however was unable to facilitate this in other team members.	5 The student has highly developed social and emotional skills. She is able to foster positive relationships and shows empathy and understands others' perspectives.	4 The student showed how the use of digital tools supported her team in the decision making process and provided an avenue for facilitating interdependence.	4 The student listens well to others and contributes responsibly as require. She is able to learn from others and modify her own points of view. She can take action that supports the teams progress.

- 1 = Limited evidence
- 2 = Emerging
- 3 = Developing
- 4 = Accelerating
- 5 = Proficient

Name: Student A

Question	Response
What % of the work in the WLL assignment do you think each of the team members contributed?	Me 20%, Other 1 40%, Other 2 40%
Name something you team could have done better.	I think we could've planned who was doing what more and contacted each other more, if we were having problems with our question.
What could you have done better?	I could've given more ideas to the group, and explained my ideas more thoroughly. Other team members were more confident than me to speak so I just listened mostly.
How did this team work compare to your Rube Goldberg team?	I improved in working collaboratively since the Rube Goldberg Machine task. This time I helped more with the presentation. I learnt a lot from the others, especially how to do the maths stuff cos they are both good at it and helped me understand it.
Teacher notes from other team members.	Student A is usually a mid to lower academic achiever and very quiet in class. The other 2 are both very strong academically and confident collaborators. They did over power Student A a little however Student A got 100% on the exam - considerably better than both the other 2. She has learnt a lot from being in this team.

## Student Reflections

Name: Student B

Question	Response
What % of the work in the WLL assignment do you think each of the team members contributed?	Other 1 45%, Me 45%, Other 2 10%
Name something you team could have done better.	No everyone was prepared to listen to other people's ideas. They just wanted to do it their way all the time. We got argumentative and didn't sort it out.
What could you have done better?	I could have asked the teacher for help as the others on my team wouldn't work collaboratively at all. One wanted everything her way and one didn't do any work and just mucked around.
How did this team work compare to your Rube Goldberg team?	This team wasn't as good as my RG team because we struggled to share ideas and give each person a fair go.
Teacher notes from other team members.	One member of this team is a very strong character who refuses to work with other students and see others points of view. Student B did well to produce a final product even though she had little contribution of her ideas.

# The Impact (6Cs/broader life skills)

Collaboration							
Student name	M / F	Student pre-rate	Working interdependently as a team	Interpersonal and team-related skills	Social, Emotional and Intercultural skills	Leveraging Digital	Managing team dynamics and challenges
Stud C	M	Mid	2 The student was able to complete his part of the project with some assistance from others in the group. Their tasks were not coordinated in anyway or decided upon by the group. Only a few decisions were made together as a group.	2 Decisions about the task were made by individuals without collective ownership though it was recognised that they all needed to be working towards the final product.	3 The student has a good awareness of his own perspectives and listens well to others and values the opinions and perspectives of others.	3 The student is able to collaborate on line and provide feedback to others. He is able to research the information he needs to support his thinking.	3 The student's team struggled to forge working relationships and take individual ownership of the collective task.
Stud D	F	Mid	3 The student was able to work with the others in her team to match different tasks to individual strengths. All members of her team were involved equally in the decision making processes for developing solutions to their problems.	3 The student demonstrated good interpersonal skills and a sense of ownership of the project. She listened effectively, negotiated and agreed on goals for each part of their project.	3 The student was able to empathize with the emotions and view points of others and value their perspectives even when different from hers.	3 The student effectively used digital tools to support her teams' research and investigations and to provide feedback collaboratively online.	3 The student worked very effectively in her team though needed support when the team got 'stuck'. She is developing her ability to respectfully and clearly express her own viewpoints.

- 1 = Limited evidence
- 2 = Emerging
- 3 = Developing
- 4 = Accelerating
- 5 = Proficient

Name: Student C

Question	Response
What % of the work in the WILL assignment do you think each of the team members contributed?	Me 25%, Other 1 35%, Other 2 30%, Other 3 10%
Name something you team could have done better?	I think that I could've done a bit more but I have things on like basketball and I think 'Other 3' didn't have much input because she doesn't talk that much. We could've talked a bit more and double checked our answers and shared what each of us learned from the y intercept and the y-axis, and the X intercept.
What could you have done better?	I could've talked a bit more and taught people what I learned.
How did this team work compared to your Rube Goldberg team?	I think I was more kind and I listened to the other people's ideas. I think I am a little better collaborator now.
Teacher notes from other team members.	All other team members felt this student only contributed 5%-10 %

## Student Reflections

Name: Student D

Question	Response
What % of the work in the WILL assignment do you think each of the team members contributed?	Other 1 30%, Me 35%, Other 2 35%. I think we all contributed but Other 2 and I finished the final product. We all helped work out the problem.
Name something you team could have done better?	We could of included more things in our presentation. I think we could of explained too each other a bit more clearly how to figure out the rule.
What could you have done better?	I could of finished the presentation at home and added a few things to it at home.
How did this team work compared to your Rube Goldberg team?	I think I had a better team because I could talk to them more easily and tell them my opinion and ask them for help. I think I have become a better collaborator because I improved on what I did last time. My team also help me collaborate because they were more understanding.
Teacher notes from other team members.	Strong team. Worked well together and supported each other.

# The Impact (6Cs/broader life skills)

Collaboration							
Student name	M / F	Student pre-rate	Working interdependently as a team	Interpersonal and team-related skills	Social, Emotional and Intercultural skills	Leveraging Digital	Managing team dynamics and challenges
Stud E	M	Low	1 The student was not able to show that he could work well with his group. He didn't contribute anything to the final product. His lack of focus with his group led him to interrupt others.	2 The student showed little empathy for his team members or desire to achieve the goal. He was doing the bare minimum. He contributed a small amount to discussions though didn't support any decision making.	2 The student was able to see how his behaviour was affecting others but didn't change any behaviours or take ownership of them.	2 The student was able to but chose not to contribute to the shared documents or presentation. He spent time playing games.	2 The student struggled to make working relationships with his team.
Stud F Ben	M	Low	2 The student contributed only a few resources, decisions or planning to his team. He preferred to follow others than contribute.	2 Happy to help out but didn't contribute many suggestions of his own. Very good communicating with random chatting but not on track.	2 The student is aware of his own behaviours but struggled, possibly due to lack of knowledge of the content required.	3 The student is capable of using online tools effectively to contribute to shared documents.	2 The student struggled to forge positive relationships and work productively with his team.

- 1 = Limited evidence
- 2 = Emerging
- 3 = Developing
- 4 = Accelerating
- 5 = Proficient

Name: Student E

Question	Response
What % of the work in the WLL assignment do you think each of the team members contributed?	Other 1 40%, Other 2 35%, Mg 25%
Name something you team could have done better.	we could of collaborated better
What could you have done better?	helped out team members a bit more
How did this team work compared to your Rube Goldberg team?	I think I collaborated better in my rube goldberg group because I was more comfortable with the groups.
Teacher notes from other team members.	Team mates had this student at 10% contribution saying he mucked around a lot and played games on his computer.

## Student Reflections

Name: Student F

Question	Response
What % of the work in the WLL assignment do you think each of the team members contributed?	I think Axel and I did more of the work since Kiera was in Thailand. Axel= 40% Ben= 35% Kiera= 25%
Name something you team could have done better.	Better collaboration in our group by communicating more.
What could you have done better?	I think I could of shared out the work load so everyone knew what they had to do in the time we had.
How did this team work compared to your Rube Goldberg team?	I think since the Rube Goldberg machine event I have improved on my communicating skills.
Teacher notes from other team members.	One team member lead this group. There wasn't a strong knowledge base in this group.

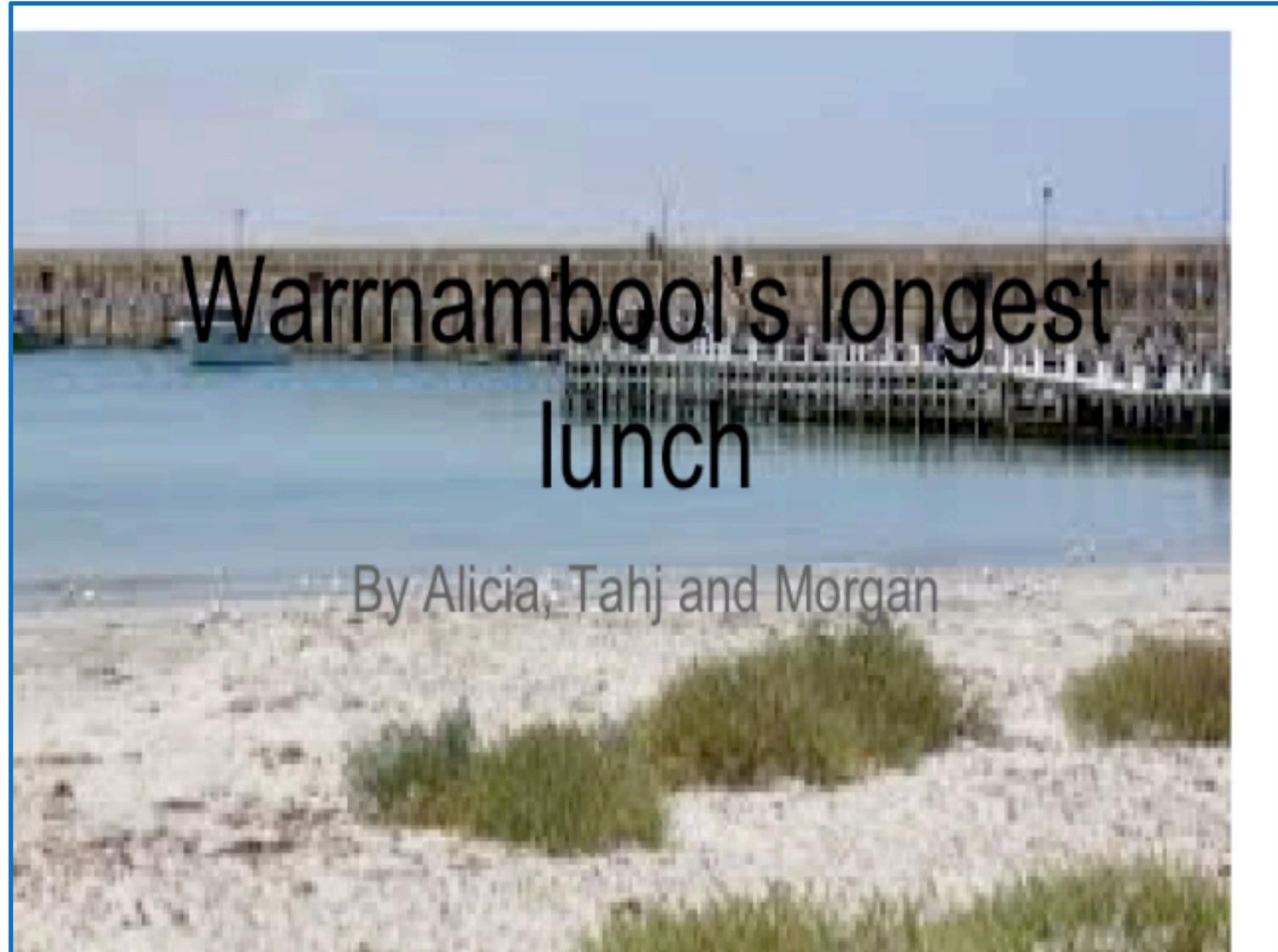
# Warrnambool's Longest Lunch planning documents and presentations

Team  
1

Planning using the  
Solution Fluency



Microsoft Word  
Document



# Warrnambool's Longest Lunch planning documents and presentations

**Team  
2**

Student C is in this team

Planning using the  
Solution Fluency



Microsoft Word  
Document

# Warrnambool's Longest Lunch

**By Kyah, Malka, Tahlia & Riley**

# Warrnambool's Longest Lunch planning documents and presentations

Team  
3

Planning using the  
Solution Fluency



Microsoft Word  
Document



# Warrnambool's Longest Lunch planning documents and presentations

**Team  
4**

Student D is in this team

Planning using the  
Solution Fluency



Microsoft Word  
Document

## Warrnambools Longest Lunch Solution

Made by Isabella, Carly and Harry