

School Support

Through a tailored school implementation



**GOOD TO
GREAT
SCHOOLS**
AUSTRALIA

Great teachers. Effective teaching. Every child.



Our vision

Every Australian child, no matter what their background is, attends a school that develops their academic, cultural, creative, sporting and civic potential so they can live fulfilling lives.

About us

We support schools on their improvement journey to transition from Poor to Fair, Fair to Good, Good to Great and Great to Excellent.

We support schools to successfully deliver programs that meet the needs of all their students.

We support children from early childhood through to secondary school graduation.

We have decades of experience developing and implementing innovative education solutions.

Our education model is based on extensive research supported by international evidence.

We invest substantially in innovation and continuous improvement through co-design with students, families, teachers, school education systems and education experts.

We form strategic partnerships and collaborate with experts who have decades of experience in large-scale school implementations.



Our mission

To be a great partner to schools and communities by supporting them to deliver effective instruction and care for the needs of every child.



Responding to the instructional needs of schools

The research is clear that when taught effectively, all students can become literate.

National data shows that up to a third of Year 3 students do not meet the minimum literacy and numeracy standards.¹ These students are spread across the socio-economic spectrum in Australian schools.

Children who do not have basic literacy will never be able to reach their potential. Whatever the capacity of a child, the research is clear that when taught effectively, all students can become literate.

Every classroom and school cohort form a bell curve. Children with lower relative achievement forming the tail on the left, and higher achievers forming the head on the right, and a large middle.

Bell curves are a statistical fact as all children will have different levels of development, aptitude, ability, progress and achievement – relative to each other.

The challenge for educators is not to eradicate the bell curve but *to shift the entire bell curve further to the right*.

Every school should have two goals:

- ◆ Keep shifting the entire curve to the right, and
- ◆ Shorten the tail as much as possible and bring the lowest achievers as close to the mean as possible.

The ideal bell curve has a short tail and a long head so the whole school is achieving and the lowest performer is at or above the minimum standard.

Improving instruction

Most schools find instructional improvement very challenging to embark on, even with the best of resources and intentions.

GGSA has an implementation package of training, coaching and data-driven support that it tailors depending on a school's specific needs.

¹ Good to Great Schools Australia 2018, *Our Story: Supporting schools to meet the needs of all Australian children*.



Partnering with expert support

Schools find instructional improvement very challenging to embark on, and even with the best resources and intentions, hard to achieve.

Schools can achieve significant instructional improvement when they have expert support for their improvement journey.

GGSA partners with schools to take them through a three-year improvement journey to help them reach the aspiration of 'Great teachers delivering effective teaching to every child'.

GGSA supports schools to embed sustainable school-wide teaching practices that lift teaching effectiveness and increase student learning outcomes.

McKinsey & Company's 2010 landmark report, *How the world's most improved school systems keep getting better*, studied education systems that had improved students' literacy and numeracy results. It shows how schools make significant student gains by improving their instruction.

This is delivered through explicit instruction pedagogical training, coaching and data-driven cycles. The professional learning teachers and leaders develop counts towards teacher re-registration and meeting AITSL² standards.

GGSA has experienced practitioners with track records of success teaching and leading in schools that have made significant improvement.

GGSA uses explicit instruction pedagogy with the most effective evidence-based programs, and tailors them to the unique context of schools and students.³

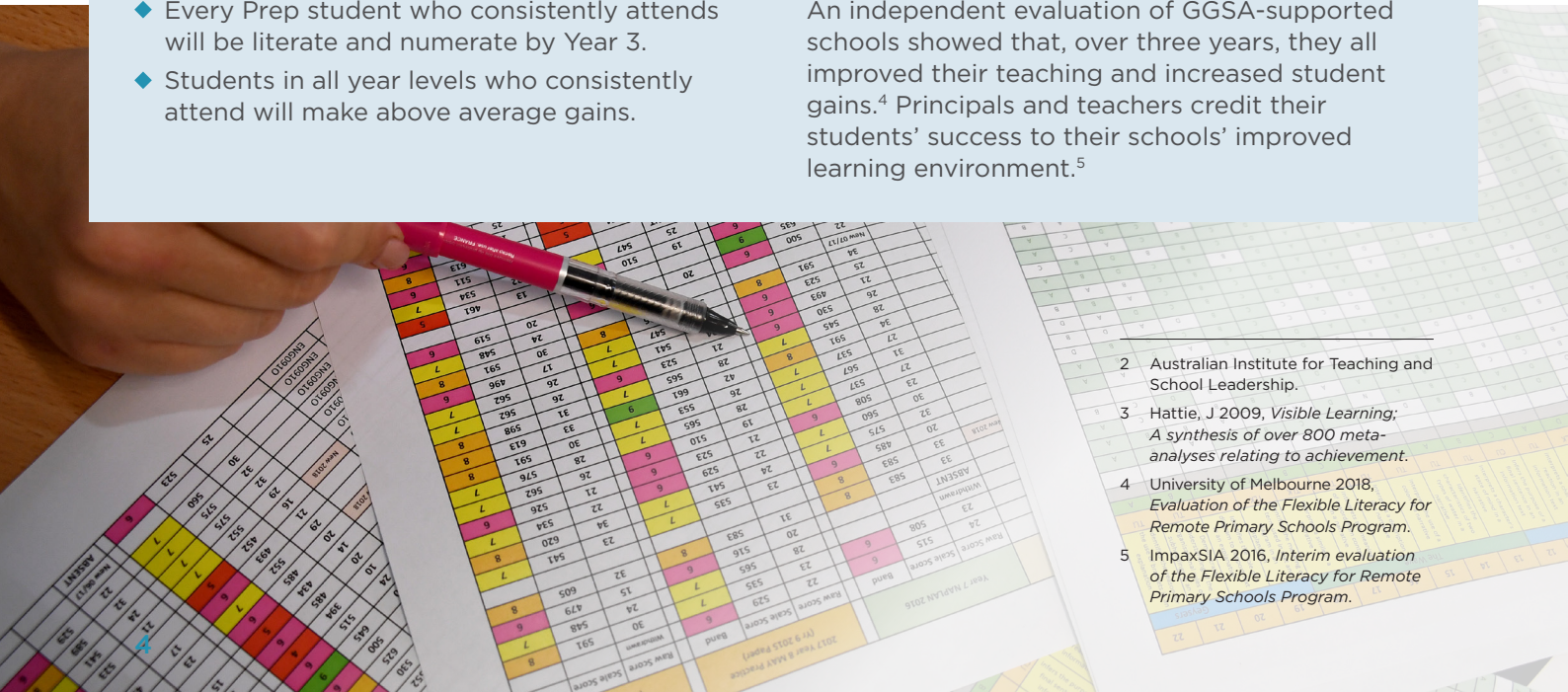
Explicit instruction is effective for all students across all classrooms, and can also be used to target groups of learners or for individualised learning.

GGSA pledges to schools that, if they follow our implementation framework:

- ◆ Every Prep student who consistently attends will be literate and numerate by Year 3.
- ◆ Students in all year levels who consistently attend will make above average gains.

An independent evaluation of GGSA-supported schools showed that, over three years, they all improved their teaching and increased student gains.⁴ Principals and teachers credit their students' success to their schools' improved learning environment.⁵

- 2 Australian Institute for Teaching and School Leadership.
- 3 Hattie, J 2009, *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*.
- 4 University of Melbourne 2018, *Evaluation of the Flexible Literacy for Remote Primary Schools Program*.
- 5 ImpaxSIA 2016, *Interim evaluation of the Flexible Literacy for Remote Primary Schools Program*.



Get tailored support

Good to Great Schools Australia's implementation package of training, coaching and data-driven support is tailored depending on a school's specific needs.

The support a school receives is tailored around:

- ◆ Scope: the scope of instructional improvement your school wants to undertake
- ◆ Numbers: the number of participating students and staff
- ◆ Team: the capability and stability of the teaching team
- ◆ Programs: the programs being implemented.

A three-stage improvement journey

GGSA has an implementation package of training, coaching and data-driven support that is tailored to a school's specific needs.

Variations between schools can be around the scope of instructional improvement the school seeks to undertake and the numbers of students and staff participating, the capability and stability of the teaching team, and which programs are being implemented.

Support commences with GGSA supporting the school leadership to craft their three-stage instructional improvement plan.

The plan identifies school context and need, results they are aiming for, resources to be deployed and annual milestones.

The school uses that plan to lead their instructional improvement journey through regular data-driven reviews and continuous improvement.

Each stage of the improvement journey takes a school an average of one year to complete, depending on staff stability and ability to embed the practices successfully.

Implement

School team is trained and coached by GGSA.

Transition

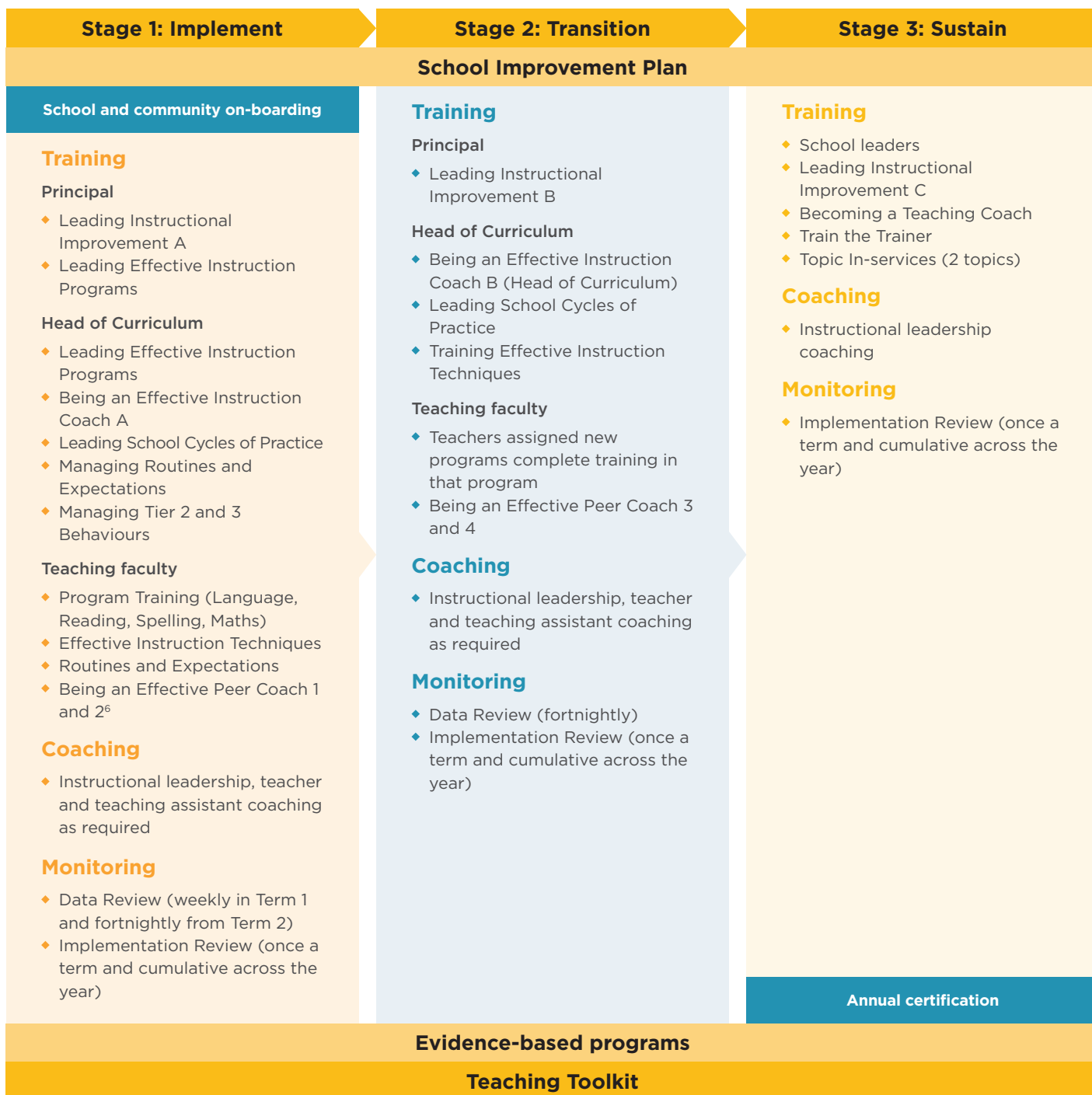
School team is supported to take the lead while GGSA models program fidelity.

Sustain

School team is independently implementing with fidelity and continually improving its practice, while GGSA observes and advises.



The three stages



All new staff recruited during Transition or Sustain stages are offered training from earlier stages through open trainings and in-service trainings to ensure full fidelity is achievable throughout all stages of the improvement journey.

Schools that successfully complete the three stages can become a lighthouse school. Lighthouse schools are acknowledged as exemplar explicit instruction schools, and receive ongoing certification from GGSA.

⁶ Peer Coaches are teachers selected by school leadership for their leadership and communication skills and teaching ability. They support up to six teachers or teaching assistants.

Prior to a school signing up

- ◆ The school leadership visits a school already using GGSA services and delivering a similar program to see it in action.
- ◆ GGSA visits the school to meet with the school leadership, conduct an assessment of students' instructional program needs, and produce preliminary advice on the scope of a tailored school implementation.
- ◆ GGSA collaborates with the school leadership to develop its School Improvement Plan and contract.

Evidence-based programs

GGSA programs are designed to get students literate and numerate at their appropriate age level, lift NAPLAN results, and meet the English and Maths requirements of the Australian Curriculum. The programs are:

- ◆ **Learning to Read (Years P-2):** Uses Direct Instruction (DI) programs as the school-wide effective teaching model
- ◆ **Reading to Learn (Years 3-4):** Combines DI programs with GGSA explicit instruction lessons as the school-wide effective teaching model. Can also be targeted specifically for students from non-English speaking, low-English literacy backgrounds
- ◆ **Learning to Learn (Years 5-6):** Uses a specially designed Australian Curriculum, with a combination of explicit instruction and DI pedagogy to prepare students for high school
- ◆ **Advancing Scholars (Years 7-9):** Uses corrective DI programs and pedagogy to remediate students' literacy and numeracy gaps and enable them to succeed in Year 10.

Teaching Toolkit

GGSA provides school teams with a range of implementation and teaching resources to use to enhance their practice during the implementation. They are:

- ◆ **Teaching and Learning Instrument:** A data management platform for the school and GGSA to input and access the data to manage implementation
- ◆ **Great Teaching Portal:** A digital platform for sharing and accessing implementation tools and resources
- ◆ **Great Teaching Pathway:** Guides the professional development and responsibilities of school staff
- ◆ **Effective Instruction Guide:** A detailed guide of step-by-step practices of effective teaching
- ◆ **Virtual School Support:** Remote coaching support platform to school through a cloud-based system.





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