School improvement implementation guide

November 2021

Version 1

Contents

1 About school improvement

Schools find instructional improvement challenging to embark on. Even with the best resources and intentions, improvement is hard to drive and difficult to achieve.

Schools can achieve and sustain improvement when they

- use evidence based practices
- have a clear improvement plan with measurable targets
- get expert support to guide their improvement journey.

GGSA partners with schools to achieve school improvement by embedding sustainable school-wide effective teaching practices that lift teaching and increase student learning.

- Support schools with training, coaching and monitoring to ensure the school delivers with fidelity
- Collate school data and play back through regular school and partner reviews
- Work with systems to address structural and instructional factors and escalated school issues

the school does what?.

- Deliver implementation with fidelity
- Ensure teachers provide timely student related data

Each partner has a crucial role to play in the implementation. The reasonable and achievable commitments are detailed in the partnership agreement.

2 Foundations for success

Schools have a set of structural and instructional foundations that enable them to deliver an equitable education. includes several foundations for success.

The first step GGSA supports schools with is to undertake an activity to ensure school has the foundations for success in place or can put in place

Not all schools start at the same place and vulnerable schools are more likely not to have the foundations in place. They likely have more issues to resolve so more work and time is needed to get them to a foundation.

Foundation	Success measure	Actions
Structural		
Teaching numbers meet student need	Teacher and teaching assistant ratio to student groupings meet student needs	• Ensure staffing absenteeism have appropriate level of coverage • Address insufficient teachers in school (SL)
Stable teacher and leadership turnover	School leader tenure minimum five years and teacher three years with staged turnover to ensure continuity	• Implement recruitment and retention strategy to increase the length of time instructional leaders remain in school
Student attendance	Student attendance is at or above 90 per cent	• Implement cross-school attendance strategy that has system, school and classroom interventions • Organise classroom placements based on student attendance patterns
Instructional		
Pre-literacy ready students	Students have access to a Kindergarten program that offers twenty minutes a day so develop requisite pre-literacy skills so they start school the following	• Ensure early childhood education centres to provide required literacy support

Foundation	Success measure	Actions
	year at the same level as their mainstream peers	
Instructional leadership	System resources and direction to schools enables instructional leadership	• Contracted commitment to implementation • Support principal instructional leadership development • Work with principal to resolve instructional fidelity anomalies
Effective teaching	System resources enable teachers and teaching assistants to complete their required development on time	• Works with principal to resolve effective teaching anomalies
Requisite time on instruction	Students receive 2.5 hours literacy and 1 hour maths instruction every day. Students more than two years behind receive an additional 1 hour reading	• Direct school to provide requisite time on instruction • Support Principal to ensure the requisite time on instruction is implemented

The GGSA school improvement implementation monitors school and system support to ensure schools have the foundations for success in place.

Not all schools start at the same standard and inevitably at risk schools are more likely not to have the foundations in place. They will likely have more issues to resolve so more work and time is needed to get a foundation. Achieving successful foundations inevitably dominates the focus in a school improvement implementation.

At the start of the implementation, GGSA works with the school to establish the foundations for success. A plan is drafted, using a standard template, showing how each school will get the foundations in place.

3 Improving in partnership

3.1 The partnership

GGSA partners with schools and school systems to achieve school improvement by embedding sustainable school-wide effective teaching practices that lift teaching and increase student learning.

GGSA partners in one or more of the following ways to implement school improvement:

- With an individual school
- With a school system to support a cluster of schools
- With the Australian Government to support multiple systems and their schools.

3.2 Partner roles

Each partner has a crucial role to play in the implementation. The reasonable and achievable commitments are detailed in the partnership agreement and summarised here.

School

- Deliver implementation with fidelity
- Ensure teachers provide timely student related data

System

- Mandate sustained commitment to instructional improvement in schools
- Address pre-requisite factors to appropriate standards
- Support schools to resolve issues so they can implement with fidelity

- Ensure implementation continues irrespective of system or school leadership changes

Good to Great Schools Australia

- Support schools with training, coaching and monitoring to ensure the school delivers with fidelity
- Collate school data and play back through regular school and partner reviews
- Work with systems to address structural and instructional factors and escalated school issues

3.3   School team roles

The following are the core components of the leadership roles as they apply across the school to the delivery of the Education Model. These roles perform other functions but the below are explicit requirements of these roles in order to ensure the education model is delivered with fidelity.

Principal

Key functions
• Leads all aspects of the Education model by communicating a strong message about the school's commitment to implementing the model • Develops and regularly monitors schools' annual implementation plan and takes actions with the team to ensure it achieves it targets and goals • Develops the schools' professional learning plan and ensures team complete required professional learning • Embeds embeds the 6C education model and 8 Cycles of School Practice and positive high expectations school culture positive in school and community • Conducts student engagement observations • Leads school team weekly and term reviews • Leads by example through continual professional development and enabling observation of own practice • Uses data to make decisions and allocate resources that improve student progress, mastery and teacher practice • Provides feedback to teaching team including through professional conversations • Shares student, team and school success across the school and community • Engages families on how best to support their child to succeed in education and leads their team to be exemplars and family and community engagement

Instruction Coach

The head of department is called the Instruction Coach.

Key functions
• Implements effective teaching across the teaching faculty • Coordinates team to ensure all required professional learning is completed • Embeds positive high expectations across classrooms • Places students into groups and allocates teaching resources according to timetabling requirements • Conducts classroom observations, demonstrations, modelling, coaching and feedback across classes • Delivers effective instruction to playgroup program students (years 3-4 and 4-5) • Collates classroom data for weekly reporting • Advises teaching faculty on tasks to be completed following the weekly data review • Conducts weekly Peer Topic and Peer Script Practice with all teaching faculty • Ensures individual assessment and reporting are completed per 6C model requirements • Ensures all weekly data is loaded into teaching and learning instrument (or provided directly to GGSA)

Community Coach

Coordinates implementation of Childhood and Community domains and supports team on how to deliver with fidelity.

Key functions

- Support team to deliver the Community and Childhood domain programs and associated activities.
- Prepare playgroup and Pre-Prep students so they can successfully transition into their primary years.
- Coach school team on strategies to engage and influence parents.
- Lead school team on how to increase their students' attendance and school readiness.
- Ensure school team is reporting and responding to students' readiness.
- Ensure student wellbeing is supported through the four-tier framework
- Support school team to have conversations regarding students' financial situation
- Coach school team to support high school transition inc. Year 5 and 6 preparations
- Ensure teachers have communicated students' reports to parents and enacted plans.

Student Development Officer

Conducts parent visits regarding students' development to follow up action plans, makes referrals and promote sign ups.

Key functions
- Supports parents to meet their education obligations   - Engages with community partners and service providers   - Visit parents to discuss and resolve student development issues   - Case manage low attending students to improve attendance   - Ensure every child has healthy home routines to be ready to learn at school   - Support students' wellbeing and social and emotional development through the four-tier framework   - Promote sign-ups for services including Student Education Trusts   - Ensures students families are empowered to transition their child to a best-fit secondary school.

Early Childhood Teacher

Coaches parents to provide 3-4 year olds shared story reading and story-based play, and support students' kindergarten and school readiness.

Key functions
- Support operation of Early Start playgroup program   - Cater for individual needs and gross motor development through opportunities for structured play   - Involve parents throughout lessons to improve their capacity to support their child   - Ensure child's successful transition to Kindergarten, and readiness for school.   - Follow up non-attendance to support parents and their children to be attending every lesson.

4 School improvement support

4.1 Curriculum

In a school improvement implementation, every teaching team member is trained and coached to deliver effective instruction using GGSA's curriculum products. They are all trained to deliver the same standard of practice so that every student has a chance to receive the same high level of effective teaching.

4.2 Timetable

GGSA's school model addresses low literacy and numeracy levels of primary school students. The principles that underpin the model are

- The majority of learning is allocated to literacy and numeracy; and

- Students under their age-appropriate level of literacy spend more time on literacy and numeracy elements and less time on the extension Australian Curriculum.

Priority is given to developing literacy and numeracy skills but students also study the other Australian curriculum areas. Time spent on other Australian Curriculum areas may be less,

depending on the English language capacity of the students and the degree they are below literacy standards.

Exemptions are crucial to this model for poor performing schools. Where the development gap in literacy and numeracy is large, more time and teaching attention must be focused on the Core Foundations. Students receive varying access to other parts of the extension Australian Curriculum depending on how much intervention they require to maintain progress in literacy and numeracy.

Timetable breakdown

Learning Area		ACARA recommended mins			GGSA school model	
		P-2	3	4-6	P-3	4-6
		Minutes per week			Minutes per week	
Class	Reading				550*	450**
	Spelling	420	420	360	100	100
	Language (inc. 60min writing practice)				360	360
	Mathematics	300	300	300	300	300
	Science	60	105	105	60***	110
Culture	Humanities and Social Sciences (HASS)	60	90	120	60	110
	Language other than English (LOTE)****	60	90	120	60	60
Club	Health and Physical Education (HPE)	120	120	120	120	120
	PATHS				60	60
	The Arts	60	75	75	60	60
	Technology	30	60	90	Embedded	
Unallocated/discretionary****		390	240	210	40*****	40*****
Parade					30	30
School week		**1500**	**1500**	**1500**	**1800**	**1800**

Notes: *Additional reading for students below grade level (250), ** Students in years 4-6 have additional reading time scheduled three days a week (150) *** Primary Connections lessons must be shared with GGSA **** LOTE is allocated as extra HASS in Coen to accommodate the combining of 3-4 multi-year classes across odd and even years *****NAPLAN/MYAT Prep for Term 1 and 2 until NAPLAN, $e=mc^2$ prep from Term 2 after NAPLAN.

4.3   Customised support

Tailored to school context

A school implementation is tailored to a school's specific needs. The tailoring is done in conjunction with the school leaders and system leadership. This covers:

- System and national data and conversations with the school team are used to assess school geographic location, size, staff experience and capability, tenure and turnover of the leadership and teaching team.

- Conversations with school team and community leaders and parents establish family socio-economic background, community development and directions, parental ambitions for students and views of how the school is fairing.

- Student and school team data is used to plot schools on the Poor to Excellent improvement spectrum.

- School size is used to define delivery approaches, scope of instructional improvement the school desires to achieve and undertake, numbers of teachers and students who will participate across which year levels, and, which interventions are needed to meeting teaching and learning needs.

- Capability and stability of the teaching team is set to the level and frequency of training and coaching taking into account individual skills and experience. Further flexibility may be required once the implementation starts depending on how each participant responds to the development.
- Support tools settled with school to clarify level of support they need with the Mastery Teaching Pathway, the Teaching and Learning Instrument and the Great Teaching Portal.

Customised to student need

A school implementation is customised to the specific needs of the schools students. GGSA explores student backgrounds to establish proportion of students from non- English speaking-low literacy backgrounds, poorly engaged, indigenous or other factors that can help assess what effective teaching approaches will work best for the school.

GGSA work with the teaching team using the Gonski School Model to customise the classroom instruction approach for that school

- All students are assessed prior to commencement through a placement test
- Select learning and determine curriculum and pedagogy across which classrooms depending on groupings.

Teachers are trained to know how to make some minor modifications to teaching materials to adjust to student group[1].

Adapted to system improvement agenda

A school improvement implementation is adapted to the systems specific procedures. Adaptation is done in conjunction with systems leaders and GGSA to align roles and resources to maximise support schools receive to deliver their improvement implementation. This covers:

- Senior systems leader appointed to represent the system on the governance committee
- Settle list of participating schools, the principals and their supervisors of school principals and meet with all parties in group discussion to clarify their responsibilities
- Ensure clarity across system and schools on what is adaptable and what is not and gain commitment to deliver with fidelity
- Cross system resources identified to focus on addressing factors that are below standard across the schools
- Review GGSA calendar of training and coaching activity to align and to systems activity

5   Delivering school improvement

GGSA provides expert support through three implementation stages as the school delivers the implementation:

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[1] Teachers are trained to make minor adaptations with some content in the delivery of some lessons. Teachers are given direction on relevant teaching materials and where replacements are required. Teachers are not required to make any other modifications as that would impact on student results. The materials they modify are only the American materials where some content varies from what Australian children need to know like measurements etc. Australian children are constantly exposed to other cultures in education and their daily life. Effective teachers delivering effective instruction turn them into teachable moments. This ensures children are exposed to new things but have a teacher properly explain their meaning and context to them.

- **Implement:** School team is trained and coached by GGSA GGSA trains and coaches the school team to deliver the model to fidelity.
- **Transition:** School team is supported to take the lead while GGSA models fidelity the school team is supported to continually take the lead through regular data-driven reviews and continuous improvement, while GGSA models the practices.
- **Sustain:** School team is independently implementing with fidelity and continually improving its practice, while GGSA observes and advises. The school team continually improves its practice while GGSA observes and advises.

How long it takes a school to move through each stage varies based on:

- where the school is on the school improvement framework, with Poor and Fair performing schools having more issues and requiring more improvement and having students well behind their development level so generally taking longer than Good schools to reach Great
- the capability and commitment of the school leader, impacts on the attitude and capability of school team which impacts on their commitment and focus to embed the required practices
- the degree of structural constraints and the level of support a system provides to resolve them.

The major impact on time through stages is teacher and leader turnover which affects the instructional quality of delivery and ability to embed the expected practices and significantly more training, coaching and monitoring support.

Mainstream 'Fair performing' school generally can move through each stage in about a year while a 'Poor performing' school generally to take much longer.

The timing is also largely contingent on the degree that the system works in harmony to support the school.

5.1 School improvement plan

GGSA starts supporting a school by plotting their student outcomes on a normal distribution to determine where school is commencing their improvement journey.

Student data used are:

- NAPLAN and PAT data aggregated across test areas and compared to national means
- School attendance data collected by the jurisdiction based on an agreed national methodology.

Standard deviations are used to delineate results along the continuum and the school is locked into its improvement starting position. The system, school and community are then supported to develop their School Improvement Plan to raise student outcomes.

- GGSA supports the system to establish the degree the structural and instructional factors are in place in a school and sets their standard. This is used to work out what level of systems support

the school requires. The system level implementation improvement committee then locks in the strategies they will enact to to support the school.

- GGSA supports 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 principal uses the plan to lead the school's instructional improvement journey.

- GGSA supports the school to tailor a compact with the community to enhance the school's ability to deliver their improvement through aligned aspirations and coordinated effort. Their practical activities to increase student participation in school and give them greater access to improved instruction are also plotted on to the school improvement plan.

The plan is reviewed by the system, school and community each semester to measure improvement and update the strategies accordingly.

5.2   School improvement tools

GGSA has a range of systems and tools it provides to schools so they can perfect their practices to deliver with fidelity. These include

- GGSA's **8 Cycles of School Practice** is framework of practices common to all high performing schools that enable a school to drive its improvement. A school implements them where they do not currently have an effective practice so they can embed their practices into the regular cycles of the school, and always be embedding sustainable school-wide teaching practices that are continually lifting teaching effectiveness and increasing student learning outcomes. The 8 Cycles toolkit provides guidance to schools through their implementation and works across education approaches. The 8 Cycles align to the goals of the Australian Council for Educational Research's *National School Improvement Tool*, and responds to teacher appraisal best practice recommended by the Grattan Institute.

- GGSA's **Mastery Teaching Pathway** takes teachers on a continuum of expertise, from introductory for those new to effective teaching, to advanced and expert for those wanting to build their teaching repertoire. The training and coaching responds to the leadership and teaching needs of school teams, from principals and curriculum leaders wanting to become strong instructional leaders, to teachers and teaching assistants wanting to deliver effective teaching to mastery. The pathway aligns to and was reviewed by the Australian Institute for Teaching and School Leadership (AITSL) professional standards for teachers and leaders.

- GGSA's **Teaching and Learning Instrument** is data sharing and coaching platform that enables schools to observe and improve the fidelity of their school and classroom practice. Its core features enable schools to track student progress and development, effective teaching and instructional leadership practices. The technology also enables teachers to record their practice so that instructional leaders can provide feedback in-situ or remotely.

5.3   Education Model

The Education Model differentiates instruction based on student need through a combination of class-wide, small group and one-on-one instruction. It also prioritises literacy and numeracy for students who need additional tutoring to maintain progress.

The model follows well-established and proven learning progressions in instructional design to support students to progress at their own rate of mastery. Each student is taught within their zone of proximal development, which means teaching what they are able to learn in the lesson so they are always succeeding.

All lessons teach 10 per cent new content and 90 per cent prior knowledge to ensure students have time to absorb all knowledge into their long-term memory. Mastery Tests are conducted every five

to ten lessons with students having to master 90 per cent of content before moving on to new lessons.

Students undergo regular formative assessment to determine their mastery level and for placement in their correct instruction group. This enables schools to cluster their students by learning levels as well as year levels so students receive more individualised teaching as close as possible to their learning level.

Regular testing enables monitoring of which students achieved the required level of mastery and progress in past lessons. Students who achieved the right level of mastery are placed in the main group, while those who did not will receive small group instruction to review and consolidate key learning, or one-on-one support to relearn material.

Teachers also use other screening techniques during lessons like visual cues, pre-corrections and consolidations to systematically monitor students at risk academically, socially or emotionally in order to differentiate their needs. Students can move between groups throughout their schooling as their needs evolve.

Placement testing

The student placement test enables schools to cluster their student classrooms by learning levels or by the more traditional approach by their year level. If clustering by year level then schools with multiple grades in any year cluster students by learning level wherever possible.

Once students are allocated to classrooms, the teacher regularly reviews the latest placement test to ascertain which students achieved the required level of mastery and progress. Those who did are placed in main group. Those who did not are allocated to small group instruction to review and consolidate key learning or they are allocated one on one support to re learn material.

Tiers

Children have different levels of development, aptitude, ability, progress and achievement – relative to each other. Every classroom and school student cohort form a bell curve. The higher achievers form the head, average achievers form the large middle and the lower achievers the tail. Students in the tail and are likely to be from disadvantaged, or non-English or low literacy backgrounds, be Indigenous, or have learning difficulties or disabilities.

The GGSA School Model clusters students into three tiers of targeted support in each classroom. The three tiers are:

- **Tier 1, Whole class instruction:** students who are travelling at the required pace and regularly achieving required level of mastery. Instruction includes all students in practices like check for understanding, listen to responses, and provide effective feedback. Students with behaviour problems may be pulled out throughout the instruction to complete one-on-one lessons.

- **Tier 2, Small group revision:** students who require short duration revision through small groups to catch up to the main class. Accelerates instruction for students who are behind, have irregular attendance or experience learning or developmental delays. Requires additional assessment to determine students' specific needs and higher frequency monitoring to develop, apply and evaluate interventions. May involve co-teaching with intervention teacher or revision with teacher assistant. Students are integrated back to whole-class instruction once they reach targeted level.

- **Tier 3, Individual one-on-one intervention:** Applies to students that require one on one intervention to catch up to the class. Instruction is accelerated for students who are below their year level, due to infrequent attendance or learning or developmental delays. It requires diagnostic analysis to identify students' specific needs and external agencies and case management teams are usually involved. Students are placed on an individualised learning plan with specific supports and goals. Students approaching year level are integrated back to the

main class and may or may not require further one to one intervention depending on their needs.

5.4 Resourcing
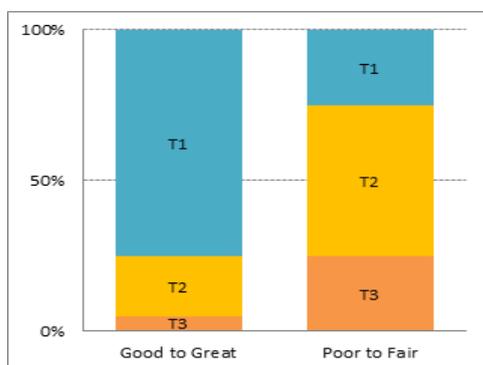
In remote, regional and inner-city communities where schools are generally Poor to Fair, the balance is completely disrupted as they have much higher amounts of students from disadvantaged, or non-English or low literacy backgrounds, be Indigenous, or have learning difficulties or disabilities.

There is a much smaller or non-existent head, a short body and a very wide and long tail. These schools require much higher teacher resourcing to meet the needs of these students.

Good to Great schools have at least three quarters of students in Tier 1 with a quarter in Tier 2 or 3. In Poor to Fair schools this is inverted, with a quarter of students in Tier 1, and three quarters in Tier 2 and 3. These proportions are then extrapolated to Fair to Good and Great to Excellent schools.

School type	Tier 1	Tier 2	Tier 3
Poor to Fair	Typically 25% of students	Typically 50% of students	Typically 25% of students
Fair to Good	Typically 50% of students	Typically 35% of students	Typically 15% of students
Good to Great	Typically 75% of students	Typically 20% of students	Typically 5% of students
Great to Excellent	Typically 90% of students	Typically 8% of students	Typically 2% of students

In a school of 200 students distributed evenly into year groups, this is split into FY-Y1, Y2-3 and Y4-6 cohorts to estimate typical resourcing needs.

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
57		57		86		

The number of teachers and teacher assistants required for each cohort is then scaled according to the likely proportion of students in each tier of support.

School	Tier 1	Tier 2	Tier 3
FY-Y1	Two teachers and a teacher assistant running rotations of up to 12 students each	Two teachers and a teacher assistant running rotations of up to 10 students each	Two teachers and a teacher assistant running rotations of up to 8 students each
Y2-3	One teacher of up to 25 students	One teacher and teacher assistant of up to 25 students	One teacher and teacher assistant of up to 14 students
Y4-6	One teacher of up to 28 students	One teacher and teacher assistant of up to 28 students	One teacher and teacher assistant of up to 14 students

As this varies across the improvement journey, the number of teachers and teacher assistants required is highest in Poor to Fair schools but decreases as the schools improves.

School type	Typical resourcing for 200 students
Poor to Fair	18 teachers and 11 teacher assistants across 12 classes
Fair to Good	17 teachers and 9 teacher assistants across 11 classes
Good to Great	16 teachers and 7 teacher assistants across 11 classes
Great to Excellent	15 teachers and 6 teacher assistants across 10 classes

5.5 Resolving issues

Issues arise during a school improvement implementation that are unexpected. For example schools may not be able to do the required hours literacy for students. The standard procedure to resolve issues utilises the school improvement framework:

- School improvement coach notifies Principal or Instruction Coach of issue
- Principal or Instruction Coach remedy or communicate remedy to teaching team
- School improvement coach escalates unresolved issues to School Partnerships Manager
- School Partnership Manager monitors to ensure issues are resolved with System leader.

6 Monitoring success

6.1 Standards

Explicit instruction standards define the dosage and fidelity requirements for full acceleration of students, consistent with John Hattie's effect size increase over mainstream teaching effects.

School improvement requires incremental gains to achieve these standards as well as improve student outcomes. Where standards are unable to be met, targets are used to monitor school improvement.

Reading

Code	Level	Type	Lessons	Per week
Standard Pathway				
RMSE:READ-K	P	Standard	160	8
RMSE:READ-1	1	Standard	160	8
RMSE:READ-2	2	Standard	145	6
RMSE:READ-3	3	Standard	140	6
RMSE:READ-4	4	Standard	120	5
RMSE:READ-5	5	Standard	120	5
Corrective Pathway				
RMSE:TRAN	2	Transition	35	6
DEC-A	1	Remedial	65	6
DEC-B1	2	Remedial	65	6
DEC-B2	3	Remedial	65	5
DEC-C	4-6	Remedial	125	5

Spelling

Code	Level	Type	Lessons	Per week
Standard Pathway				
SM-A	1	Standard	60	6
SM-B	2	Standard	120	6
SM-C	3	Standard	120	6
SM-D	4	Standard	120	6
SM-E	5	Standard	120	6
SM-F	6	Standard	120	6

Language

Code	Level	Type	Lesson	Per week
Standard Pathway				
RMSE:LANG-K	P	Standard	150	5
RMSE:LANG-1	1	Standard	130	5
RMSE:LANG-2	2	Standard	110	5
RMSE:LANG-3	3	Standard	135	5
RMSE:LANG-4	4	Standard	140	5
RMSE:LANG-5	5	Standard	125	5
ESS:WRIT	6	Standard	95	5
Corrective				
DISTAR:LANG	P	Transition	150	6
COMP-A	1	Remedial	65	5
COMP-B1	2	Remedial	60	5
COMP-B2	3	Remedial	65	5
COMP-C	4-6	Remedial	140	5
EXP:WRIT-1	3	Remedial	55	5
EXP:WRIT-2	4	Remedial	55	5
DISE-1	3-6	Remedial	100	5
DISE-2	3-6	Remedial	80	5

Maths

Code	Level	Type	Lesson	Per week
Standard Pathway				

CMC-A	P	Standard	120	5
CMC-B	1	Standard	125	5
CMC-C	2	Standard	120	5
CMC-D	3	Standard	120	5
CMC-E	4	Standard	130	5
CMC-F	5	Standard	130	5
ESS:ALGE	6	Standard	120	5

Corrective				
DISTAR:ARITH	P	Transition	160	5
CM:ADD	1	Remedial	65	5
CM:SUB	2	Remedial	65	5
CM:MUL	3	Remedial	65	5
CM:DIV	4	Remedial	65	5

6.2 Targets

Targets are set as the dosage and fidelity required to achieve the foundations of success standards. For example, a school that implements a second reading (double dosage, or a dosage of 2) could achieve a 50 per cent improvement in student progress if it is taught with at least 75 per cent fidelity. Teaching this with an average of 50 per cent fidelity would demonstrate no acceleration over current student outcomes.

Factor	Type	Standard
Structural		
Teaching numbers meet student need	Fidelity (proximate)	Teacher and teaching assistant ratio to student groupings required to meet student needs as per placement data and resourcing model Sum teachers and teacher assistants in the school and ratio against sum students by program level and tier of support per response to intervention model
Stable teacher and leadership turnover	Fidelity (proximate)	School leader tenure is a minimum of five years and teacher tenure three years with staged turnover to ensure continuity Average school leader and teacher years in role across school against five year and three year benchmark
Student attendance	Dosage (ultimate)	Student attendance is at or above 90 per cent Average student attendance across school against 90 per cent benchmark
Instructional		
Instructional leadership	Fidelity (proximate)	System ensures school is delivering implementation to fidelity Average instructional leadership tasks for school against 80 per cent benchmark
Effective teaching	Fidelity (ultimate)	Teachers and teaching assistants are delivering effective teaching to fidelity Average teacher effectiveness for school against 80 per cent benchmark
Requisite time of instruction	Dosage (ultimate)	Students receive 2.5 hours literacy and 1 hour maths instruction every day. Students more than two years behind receive an additional 1 hour second reading Allocated hours of instruction in school timetable (ILT) against 2.5 hours literacy and 1 hour math benchmark, with 1 hour second reading for students more than two years below year equivalent level in reading (SPT)

Comparison to national targets

School improvement is achieved by lifting learning demand and teaching supply in combination. Comparing projected student outcomes to national benchmarks allows schools and their systems to reflect on what support is required for partnership success.

Student and teaching outcomes are expressed as a percentage of state or national averages. This is used to determine a school improvement stage between Poor to Excellent for that outcome.

6.3 Defining Good

Outcomes assessed against previous terms to indicate improvement as well as current status of student outcomes and school improvement against benchmarks.

McKinsey	Metric	Poor	Fair	Good	Great	Excellent	Considerations
1. Student outcomes	Attendance	84%	90%	92%	94%	96%	To differentiate impact of transience and attendance on student outcomes, display comparative results for: - All students - Students enrolled for the year - Students enrolled for the year and attending 80% or more Use comparisons to underscore the impact of transience and absence on student outcomes when hosting honest conversations with community. *Measures to be reviewed/developed
	Program progress /yr - DI subjects	0.6 per year	0.8 per year	1 per year	1.2 per year	1.4 per year	
	A-E grade - all subjects	E grade average (ILP vs not on ILP)	D grade average (ILP vs not on ILP)	C grade average (ILP vs not on ILP)	B grade average (ILP vs not on ILP)	A grade average (ILP vs not on ILP)	
	Effort/Behaviour* - all subjects	E grade average	D grade average	C grade average	B grade average	A grade average	
	NAPLAN -mean scale score - Y3-5 growth	Mean scale score -2SD nat. average, Growth effect size of 0.3	Mean scale score -1SD nat. average, Growth effect size of 0.55	National average mean scale score, Growth effect size of 0.8	Mean scale score +1SD nat. average Growth effect size of 1.05	Mean scale score +2SD nat. average Growth effect size of 1.3	
	Student wellbeing survey*	81% agreement	92% agreement	94% agreement	95% agreement	96% agreeement	
2. Select interventions (per school improvement plan)	Positive high expectations culture	PBL audit of non-PBL school	PBL audit of implementing	PBL audit of quality model	PBL audit of high quality model	PBL audit of exemplar model	To evaluate effectiveness of school improvement on student outcomes, compare Poor-Excellent result at school vs student level over time. Given time a 'good' school should achieve 'good' outcomes for students. Where this is not the case and the trend is flat or contrary to school improvement, investigate gap for unfactored variables such as school readiness or special needs. Limiting factors are then to be addressed by 'adapting to context' using school-specific interventions, or reviewing components of the GGSA school improvement model.
	6Cs model of effective teaching	Class	Class, Club, Culture,	Class, Club, Culture, Community	Childhood, Class, Club, Culture, Community	All 6C domains	
	8 Cycles of school practice	Implementing practices that align to training and coaching teachers to deliver the basics of literacy and numeracy and getting students in seats	Earlier practices embedded and implementing practices that align to data accountability and whole-school language of high expectations culture and instruction	Earlier practices embedded and implementing practices that align to raising the calibre of leaders and teachers whilst imparting school-based decision making	Earlier practices embedded and implementing practices that align to peer-led learning, school networking, and leaders initiating localised, school-led improvement practices	Sum of all school improvement practices embedded and displayed as an exemplar to others	
3. Adapt to context	Differentiated implementation according to school improvement plan and campus priorities e.g. Homework club, Science club, Band rehearsal, Choir rehearsal, Masterclasses in art, sport and music, Ancestral language, Culture co-teaching						Develop to target specific needs and opportunities in each community.