National Response to Transform Australian Schools

Poor
<440 points

Fair
440-480

Good
480-520

Great
520-560

Excellent
>560 points

From Good

To Great

About
this proposal

This is a proposal of Good to Great Schools Australia (GGSA) to the Office of the Minister and the Department of Education and Training.

It sets out GGSA's view about how the Australian Government could respond to the Gonski Review into Education Excellence (April, 2018).

Three initiatives are proposed:

- The establishment of a Remote Schools Commission to control funding to 250 remote schools to ensure structural and instructional reforms are undertaken

- A 10 year Turnaround Schools Partnership targeted at supporting schools needing to move a performance shift from Poor to Fair

- A 10 year Accelerate Schools Partnership targeted at supporting ("coasting middle") schools needing to make the performance shift from Fair to Good and Good to Great

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- **Australia's challenge**
- **A national school improvement response**
- **GGSA's school transformation program**
- **McKinsey's system implementation approach**
- **An Australian Government-led National Schools Plan**
- **Appendix: We work with a consortium to support implementation**

Front cover: Graph displays the McKinsey performance metric mapped to PISA international school systems result areas.

Our plan on a page

1 **Remote Schools Commission**

to oversight 250 remote schools move from Poor to Fair to Good in 10 years.

2 **Turnaround Schools Partnership**

to support 500 Poor rural, regional and urban schools move from Poor to Fair to Good in 10 years.
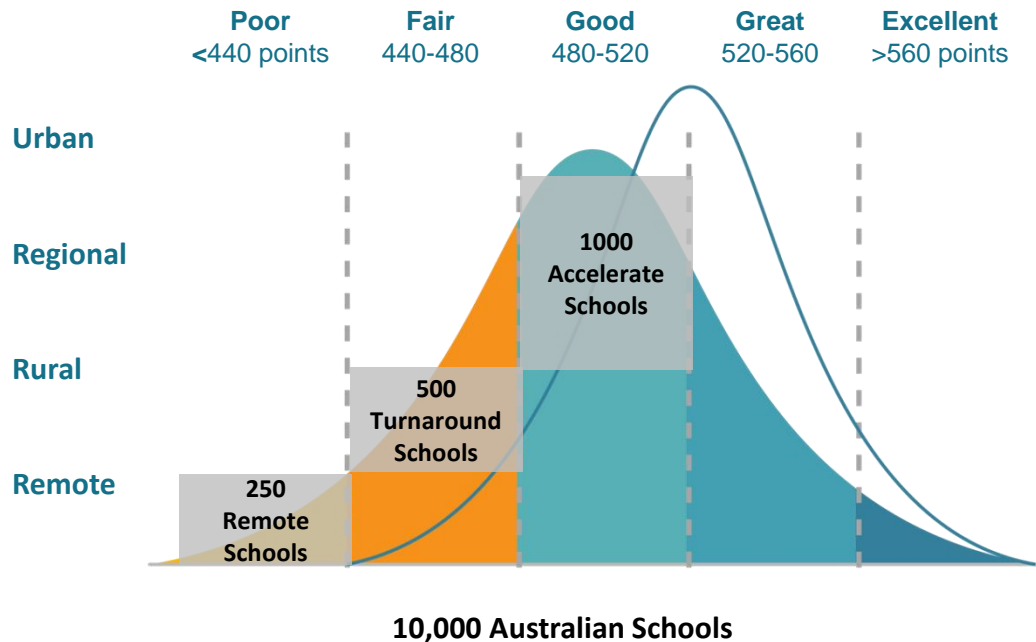
3 **Accelerate Schools Partnership**

to support 1000 Fair to Good 'coasting' rural, regional and urban schools move to Good to Great in 10 years.

By targeting 1750 schools at these three stages, the entire Australian system will shift

From Good   *To Great*

Poor	Fair	Good	Great	Excellent
<440 points	440-480	480-520	520-560	>560 points

Urban

Regional

Rural

Remote

1000 Accelerate Schools

500 Turnaround Schools

250 Remote Schools

10,000 Australian Schools

Our capabilities

Strong evidence base and educational programs
We have a strong evidence base for all our approach to policy, strategy and school and classroom practice.

Implementation expertise at the school and classroom level
We have 15 years expertise supporting school leaders, teachers and system owners to implement school reform programs.

Bernardine Denigan
CEO
Good to Great
Schools Australia

Tony Denholder
Partner
Ashurst Australia

Michael Andrew
Former CEO and
Chairman
KPMG International

**Reverend Bill Crews
AM**
Founder
Exodus Foundation

Richard Ah Mat
Chairman
Cape York Land
Council

Peter Chandler
Former Northern
Territory Minister for
Education

Kim Bannikoff
Former Director
Queensland Studies
Authority

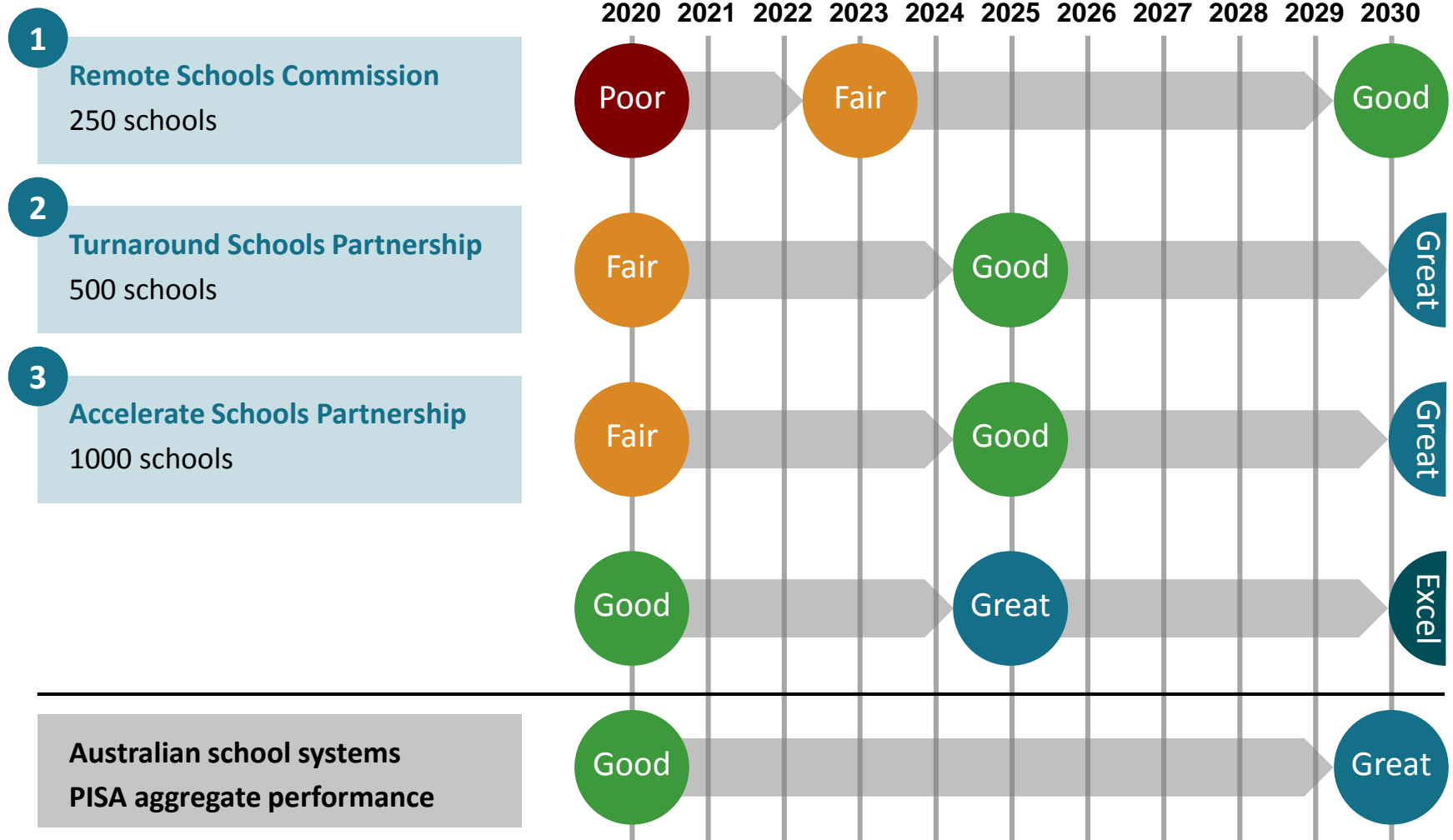**Noel Pearson**
Founder
Good to Great
Schools Australia

Proven operation in diverse contexts
We work in remote indigenous independent schools in the western desert to Catholic colleges in regional towns and large multicultural state schools on the Gold Coast.

Strong governance and operational capabilities
We have developed best practice governance and operational capabilities with independent directors drawn from national education and business backgrounds.

Expected impact

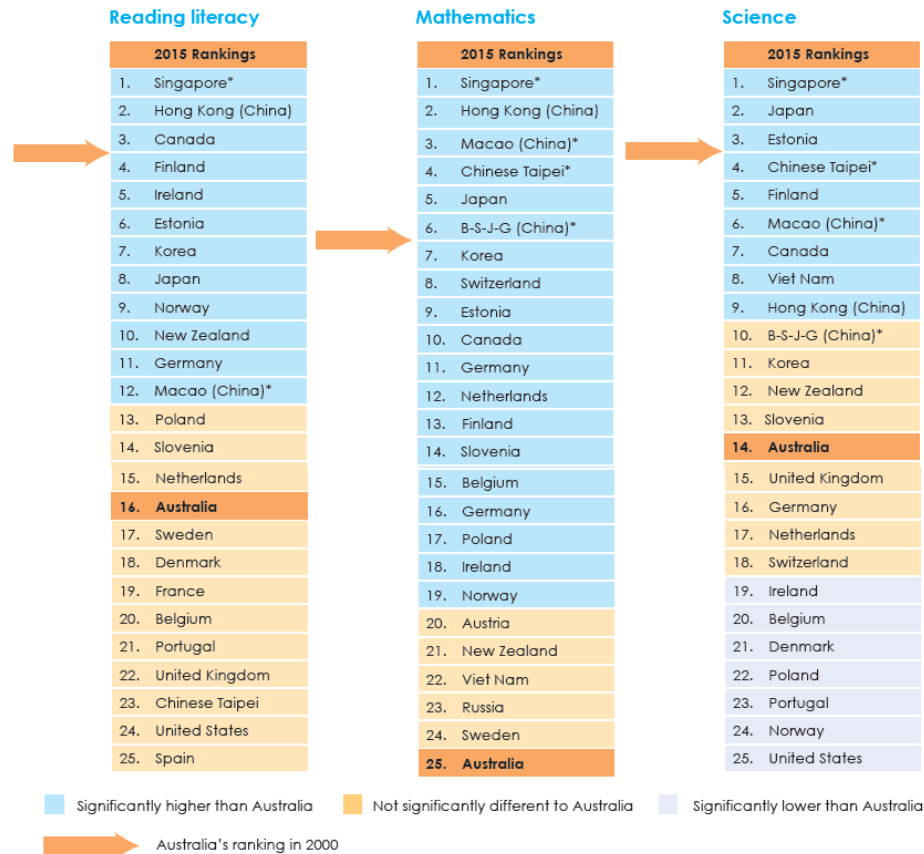|	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
1 Remote Schools Commission — 250 schools	Poor			Fair							Good
2 Turnaround Schools Partnership — 500 schools	Fair					Good					Great
3 Accelerate Schools Partnership — 1000 schools	Fair					Good					Great
	Good					Great					Excel
Australian school systems PISA aggregate performance	Good										Great

something has

is doing.

Australia's challenge

Australian schools performance is declining

Gonski et al, 2018, p.3

Exhibit 1. Australia's international ranking has noticeably dropped since 2000

Reading literacy	Mathematics	Science
2015 Rankings	**2015 Rankings**	**2015 Rankings**
1. Singapore*	1. Singapore*	1. Singapore*
2. Hong Kong (China)	2. Hong Kong (China)	2. Japan
3. Canada	3. Macao (China)*	3. Estonia
4. Finland	4. Chinese Taipei*	4. Chinese Taipei*
5. Ireland	5. Japan	5. Finland
6. Estonia	6. B-S-J-G (China)*	6. Macao (China)*
7. Korea	7. Korea	7. Canada
8. Japan	8. Switzerland	8. Viet Nam
9. Norway	9. Estonia	9. Hong Kong (China)
10. New Zealand	10. Canada	10. B-S-J-G (China)*
11. Germany	11. Germany	11. Korea
12. Macao (China)*	12. Netherlands	12. New Zealand
13. Poland	13. Finland	13. Slovenia
14. Slovenia	14. Slovenia	**14. Australia**
15. Netherlands	15. Belgium	15. United Kingdom
16. Australia	16. Germany	16. Germany
17. Sweden	17. Poland	17. Netherlands
18. Denmark	18. Ireland	18. Switzerland
19. France	19. Norway	19. Ireland
20. Belgium	20. Austria	20. Belgium
21. Portugal	21. New Zealand	21. Denmark
22. United Kingdom	22. Viet Nam	22. Poland
23. Chinese Taipei	23. Russia	23. Portugal
24. United States	24. Sweden	24. Norway
25. Spain	**25. Australia**	25. United States

Significantly higher than Australia Not significantly different to Australia Significantly lower than Australia

Australia's ranking in 2000

Source: Derived from Organisation for Economic Co-operation and Development (OECD), *PISA 2000 database*; and *OECD, PISA 2015 database*.

Excellence through equity

Gonski 1 is a blueprint for equity

Exhibit: Gonski et al, 2011

Gonski 2 is a blueprint for excellence

Exhibit: Gonski et al, 2018
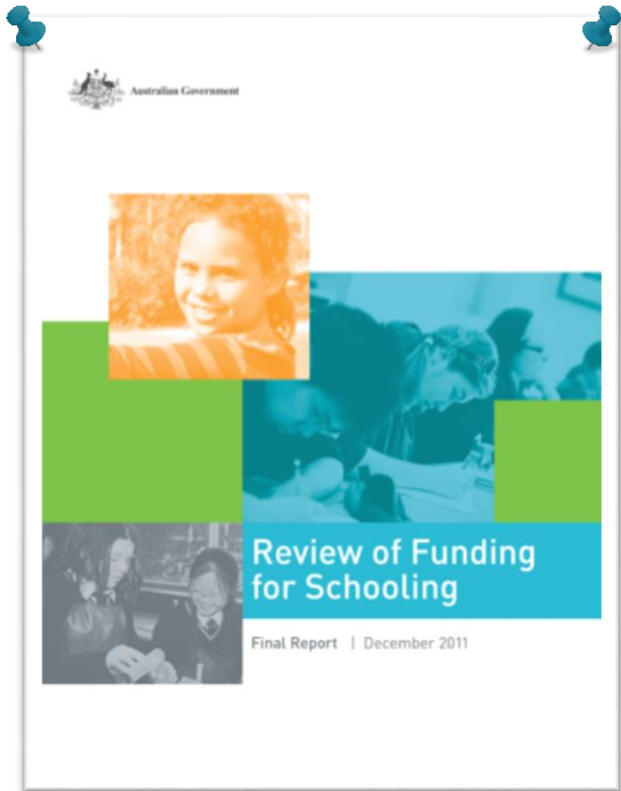
"The quality of an education system cannot exceed **the quality of its teachers**"

"The only way to improve outcomes is to **improve instruction**"

"High performance required **every child** to succeed"

McKinsey, 2007, p. 7

"The greater the equity, the better the school": Pasi Sahlberg, 2011, p. 71

Focus on *teaching* not just *teachers*

Fixing teaching quality is a 6-10 year challenge. Fixing teacher quality is a 20-30 year challenge.

McKinsey's landmark 2010 report on school systems improvement shows that the two key factors crucial to successful school improvement are a focus on effective teaching that employs explicit instruction and the development of teacher instructional skills.

Effective teaching is the central organising principle of any school and the keystone to school improvement.

At the heart of every school is the relationship between the teacher and the student and the learning that results from effective teaching. Put concisely, high performing schools have great teachers delivering effective teaching to every child.
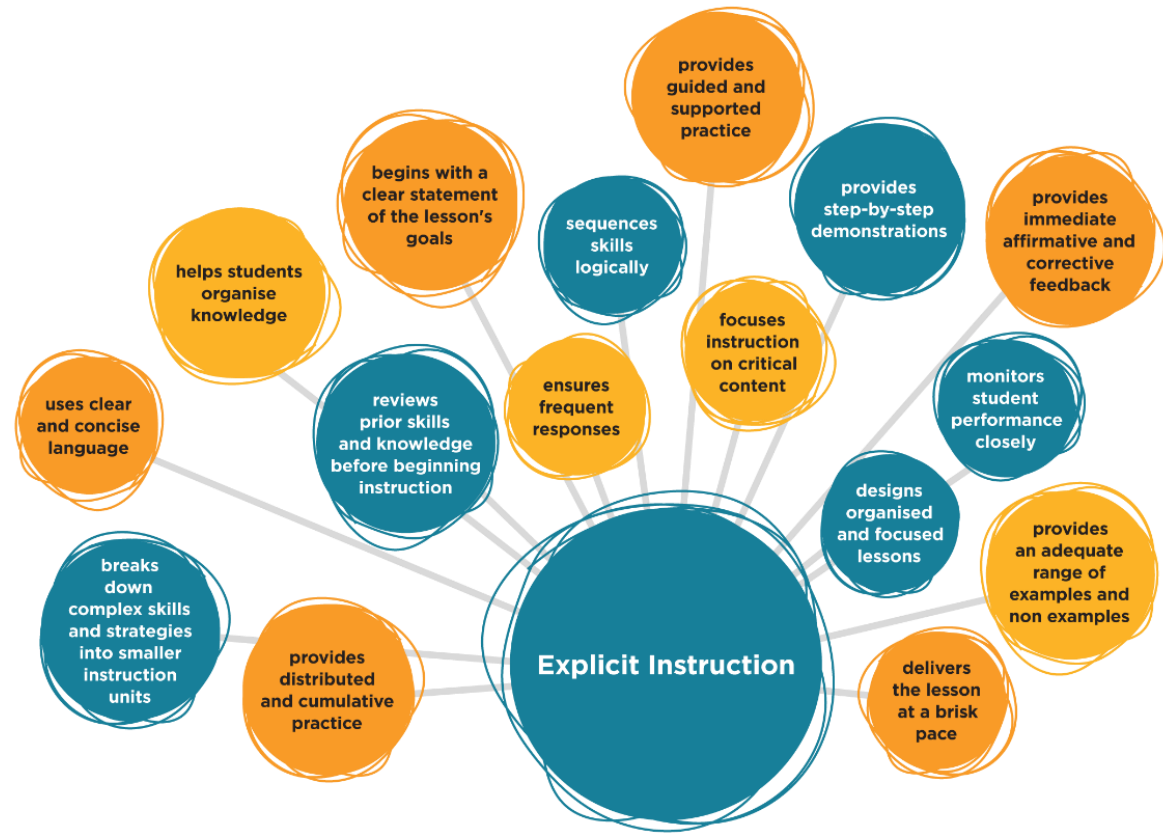
Features of explicit instruction

Instruction is the one learning factor over which schools have complete control

Use of evidence-based literacy and numeracy is extensive

Explicit instruction has increased literacy in remote Western Australian students[1]

7 of the 10 highest performing primary schools in Western Australia use explicit instruction

Perth metro areas have seen substantial explicit instruction uptake and success

South Australia has schools using explicit instruction

Victoria has explicit instruction in many public, private, metro and regional schools

Explicit teaching has increased literacy among Indigenous students in central Australian schools

Remote Northern Territory schools have seen uplift from explicit instruction

Cape York Aboriginal Australian Academy has successfully implemented explicit instruction in remote schools

Regional and remote Queensland schools have implemented explicit instruction

Clusters of schools use explicit instruction in Brisbane and the Gold Coast

Sydney and Newcastle schools have implemented explicit instruction

Tasmania has various schools using explicit instruction

New South Wales has seen explicit instruction uptake beyond its metro areas

First learn to read, then read to learn

Beginning reading should focus on the five big ideas of early literacy

First, students are taught <u>phonemic awareness</u> skills. They learn to say words a sound at a time and to blend sounds together to form words.

Next, students learn to apply their auditory skills to <u>reading texts based on the letter composition of words</u>. They are taught to identify sounds and produce the sound that each letter makes. Then, they put the sounds together to read words.

As students learn to decode words, <u>accuracy and then fluency</u> are emphasised. Fundamental skills become so "automatic" that they do not require conscious attention.

<u>Comprehension</u> is always a focus as soon as students are able to read connected text. As students become accurate and fluent decoders, reading to learn becomes the major focus of instruction. Students' <u>vocabulary</u> increases as they read more complex texts, and they actively and intentionally gain meaning from texts, which is the ultimate goal of reading.

Exhibit: Gonski et al, 2018, p.xv

Finding 2

Early childhood education makes a significant contribution to school outcomes. The transition between preschool and school education should be seamless. Ongoing reforms that lay the foundations in the early years for future learning, and close the learning differential between advantaged and disadvantaged students, are essential to ensure all children have the best start in life.

Exhibit: Gonski et al, 2018, p. 36

Recommendation 6

Prioritise the implementation of learning progressions for literacy and numeracy in curriculum delivery during the early years of schooling to ensure the core foundations for learning are developed by all children by the age of eight.

Prescribe foundations, unleash excellence

Singapore started by focusing on the thirty percent of lower achieving students and the less-experienced, less-skilled teachers. They set attendance strategies, doubled teaching numbers, streamed students so they learnt at their level, standardised teaching materials, introduced more teacher training and increased instructional leadership, accountability and data reporting. Once schools uniformly reached the higher level of performance, they gave schools more flexibility to determine what was best for their students.

"Singapore moved from rigid prescription to greater flexibility as it embarked on its good to great improvement journey. By the end of the 1980s, Singapore had introduced schools formats that had greater autonomy, including establishing Independent Schools in 1988 and Autonomous Schools in 1994.

By 1995, Singapore's school system was among the top-performing systems in the world, topping TIMSS rankings in both math and science that year. The Curriculum Development Institute of Singapore closed its doors in 1996 because "it was no longer needed."

Then, in 1997, Singapore launched "Thinking Schools, Learning Nation" (TSLN), marking the start of its Ability phase and emphasizing a shift in focus toward enabling each student to reach the maximum of his or her potential. This focus on student ability required schools to be given much greater flexibility and responsibility for how they should teach and manage their students."

McKinsey, 2010, p. 58

Exhibit: McKinsey, 2010, p. 54

Exhibit 19: Across our sample systems, the 'center' increasingly decentralized pedagogical rights as performance increased.

Poor to Fair	Fair to Good	Good to Great	Great to Excellent
0	14	33	60

Pedagogical rights
% of systems in reform phase that decentralized pedagogical rights to middle layer or schools.
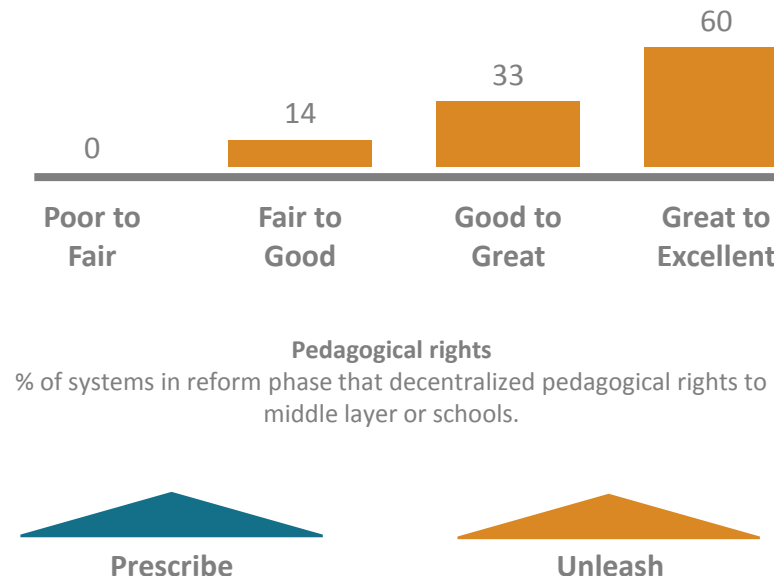
Prescribe   **Unleash**

Poor schools need prescription and great schools need to be unleashed

Performance shift within 6 years

McKinsey showed that systems at all performance levels can improve outcomes substantially within six years.

Assessed against the 2015 PISA composite scores Australia slipped from the bottom end of 'Great' to the upper end of 'Good'.

Australia's various systems are on average, Good.

If a concerted push was made to improve the performance of our systems, then the shift back to Great could be made in less than 6 years.

It is entirely feasible for Australia's systems to move to the upper end of Great and to be "knocking on the door" of Excellent within 10 years, if there is a concerted national commitment to school improvement.

Exhibit: McKinsey, 2010, p. 23

PISA scores, average[1]; 2000-2006

+75% SYE[2]	+65% SYE[2]	+75% SYE[2]	+25% SYE[2]

			542
		525	533
		497	
	485		
	460		
440			
412			
Chile	**Latvia**	**Saxony**	**Hong Kong**

Poor	Fair	Good	Great

13

Australian systems can move from Good to Great within 6 years and in reach of Excellent within 10
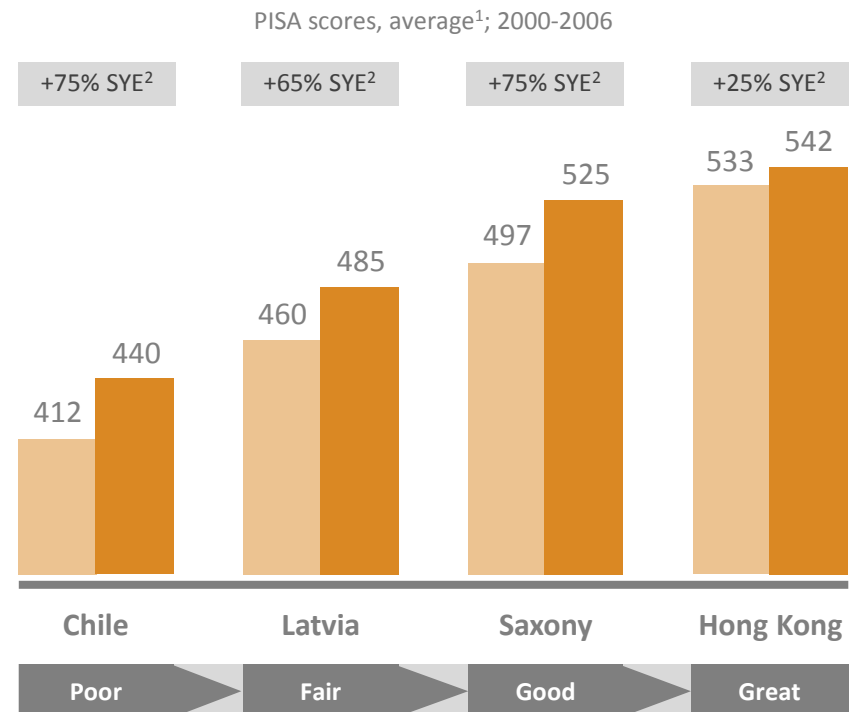
A national school improvement response

The GGSA model aligns with the core priorities of Gonski 2 Review into Education Excellence

Deliver at least one year's growth in learning for every student every year

Equip every student to be a creative, connected and engaged learner in a rapidly changing world

Cultivate an adaptive, innovative and continuously improving education system

Uses explicit instruction to achieve greatest literacy and numeracy gains for students, with Direct Instruction having a .59 effect size (more than 1 years growth in 1 year)[1].

Places students at grade level with emphasis on independent work, full engagement in learning and always mastering new and increasingly challenging material which builds confidence, curiosity and connection.

Teachers and leaders practice is built around responding to student performance data with reflection on practice, problem solving and continuous improvement.

Students

- Start in Kindergarten with 20 minutes of pre-literacy instruction per day so all students start school ready.
- 2.5 hours literacy for all primary students who are behind their year level.
- Additional instruction in small groups or one to one for students behind who need more time.
- Less time on literacy for students who are at grade level so can expand into other curriculum areas.
- Students in the upper years when the program started and are not at grade level by the time they graduate from primary, receive intensive support in Years 7 to 9.

1. Professor John Hattie's Visible Learning (2009).

Schools

- Teachers participate in formal training that follows a 'novice to expert' continuum that enables them to teach to mastery.
- They receive coaching focused around observation, data analysis and feedback that drives effective teaching to meet the needs of every child in the classroom.
- Principals receive training, coaching and practical implementation support that empowers them to become instructional leaders armed with the tools to continuously drive improvement and transform their schools into sustainable learning institutions.
- Parent and community engagement practices that connect parents to their child's learning.

1 Laying the foundations for learning

2 Equipping every student to grow and succeed in a changing world

3 Creating, supporting and valuing a profession of expert educators

4 Empowering and supporting school leaders

5 Raising and achieving aspirations through innovation and continuous improvement

The task is to scale proven models of success

Tail	Middle		Leading

Cape York Aboriginal Australian Academy, Coen, Qld — *Fair*

A remote Indigenous school that implemented Direct Instruction and explicit instruction, family engagement to lift attendance and student readiness and invested in teacher and leadership development. Each year more students reach grade level, make the top NAPLAN national level and complete secondary school. Highest performing Aboriginal primary school in Australia in literacy and numeracy and first for attendance in Queensland remote Indigenous schools.

Broadbeach State School, Gold Coast, Qld — *Great*

An Independent Public School with diverse student population with links to over 60 countries. Implemented Direct Instruction across English and Maths. Went from 46th in 2010 to 5th in 2017 on the league tables for schools in that region. *"This was a good school that we got to great. Cognitive science supports explicit education. If my teachers moved to another school, they would use DI anyway, even if it wasn't part of the program."* Michael Roberts, Principal.

Goondi State School, Innisfail, Qld — *Great*

Top rural primary school in the state. Strong focus on literacy and numeracy using explicit instruction and Direct Instruction coupled with daily consolidations. Integrates IT into units of work and has culture of high expectations, discipline, respect and pride in school. A team approach to curriculum planning and teaching to ensure consistency in what is being taught and expected standards. Has an extensive instrumental music program and choir.

Immanuel College, Adelaide, SA — *Excellent*

Suburban secondary boarding school. Has technology enhanced learning spaces for students to study or interact with teachers and students in one to one or mall group clusters that can merge into larger settings. Integrated digital technology and virtual learning environments promote student engagement, independence and collaboration. Students learn as they design so the can discover solutions using creativity and critical thinking.

Many schools are showing what needs to be done. These models need to be scaled.

Adapt the McKinsey playbook for schools and school systems performance

Poor to Fair	Fair to Good	Good to Great	Great to Excellent

Achieving the basics of literacy and numeracy

Providing motivation and scaffolding for low skill teachers

- Scripted teaching materials
- Coaching on curriculum
- Instructional time on task
- School visits by center
- Incentives for high performance

Getting all schools to a minimum quality level

- Outcome targets
- Additional support for low performing schools
- School infrastructure improvement
- Provision of textbooks

Getting all schools to a minimum quality level

- Expand school seats
- Fulfill students' basic needs to raise attendance

Getting the foundations in place

Data and accountability foundation

- Transparency to schools and/or public on school performance
- School inspections and inspections institutions

Financial and organisational foundation

- Optimization of school and teacher volumes
- Decentralizing financial and administrative rights
- Increasing funding
- Funding allocation model
- Organizational redesign

Pedagogical foundation

- School model/streaming
- Language of instruction

Shaping the professional

Raising calibre of entering teachers and principals

- Recruiting programs
- Pre-service training
- Certification requirements

Raising calibre of existing teachers and principals

- In-service training programs
- Coaching on practice
- Career tracks
- Teacher and community forums

School-based decision-making

- Self-evaluation
- Independent and specialised schools

Improving through peers and innovation

Cultivating peer-led learning for teachers and principals

- Collaborative practice
- Decentralizing pedagogical rights to schools & teachers
- Rotation and secondment programs

Creating additional support mechanisms for professionals

- Release professionals from admin burden by providing additional administrative staff

System-sponsored experimentation/innovation across schools

- Providing additional funding for innovation
- Sharing innovation from front-line to all schools

Sharpen the focus on effective instruction across the performance spectrum

Poor to Fair   Fair to Good   Good to Great   Great to Excellent

Current

Future
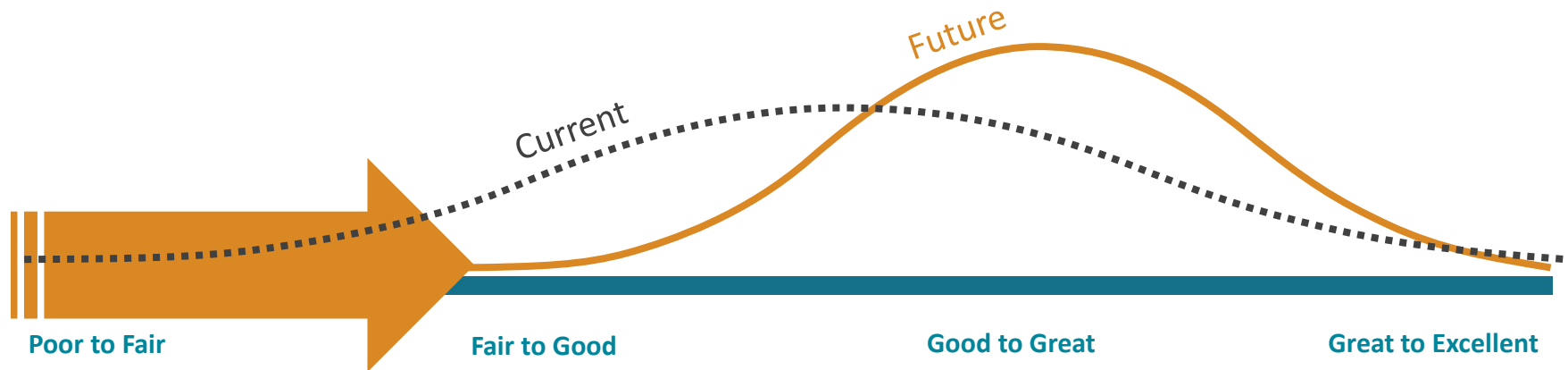
1. Turn around Poor-performing schools

Adopt teaching practices that have been proven to turn around poor-performing schools

2. Accelerate coasting schools

Adopt evidence-based models that accelerate all students, and ensure the bottom 25 per cent are getting the foundations

3. Unleash Great schools to become Excellent

Allow Great schools to do what they do best and make their own decisions about how they meet the needs of their students

"The only way to improve outcomes is to improve instruction": McKinsey, 2007, p. 7

Grow instructional leadership to drive school improvement

Practical instructional leadership needs to be the first focus
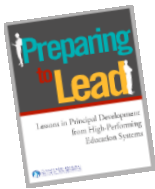
"The challenges facing principals and school leaders are dynamic, so the task for systems is to develop leaders who can manage school improvement and student achievement in a constantly changing and uncertain environment."

Jensen, Downing & Clark, 2017

Principals are instructional leaders when they determine

School leader's primary responsibilities

- Build an institution and embed good school practices that endure for the long term.

- Lead instruction across every classroom in the school.

- Develop a school culture of high expectations for every student, and for every teacher to meet these expectations.

- Embed standards of behaviors across the school community

- Manage the schools operations but put their main focus on being effective instructional leaders.

What is taught

How it is taught

How it is measured

How it is reported

How it informs practice

Turnaround Poor performing schools through instructional and structural interventions

Instructional Factors

Evidence shows that even the most challenging of schools can improve teaching and lift student results when three elements are in place:

- Instructional leadership
- Effective teaching
- Requisite time on teaching

Structural Factors

But Poor performing schools have structural challenges that reduce the success rate and limit the ability to sustain the quality of the implementation:

- Teaching numbers meet student need
- Stable teaching and leadership
- Effective attendance strategies

Good to Great Schools Australia, 2017
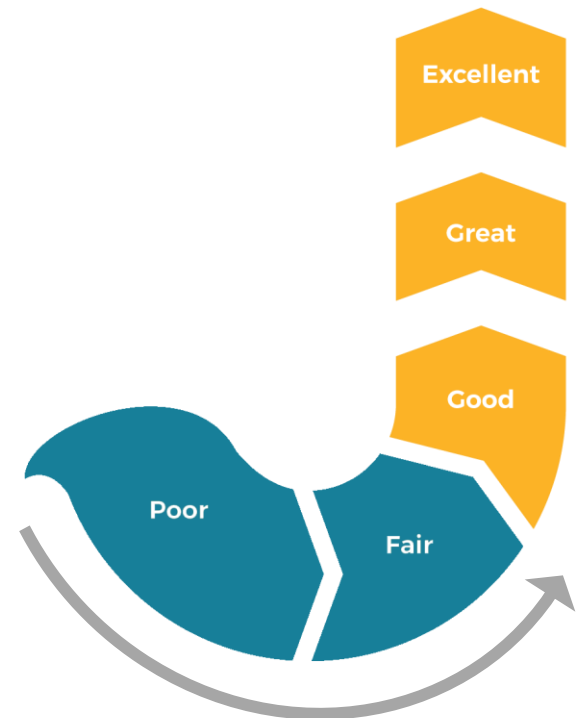
Accelerate the coasting middle from Fair to Good and Good to Great by finding the 'sweet spot' between explicit instruction and inquiry learning

"Based on the PISA results in High performing Asia and Oceania, the sweet spot appears to be teacher directed instruction in most or almost all classes, with inquiry-based learning in some of them. To put it another way, the more teacher-directed learning there is, the more than inquiry-based learning can be supported."

McKinsey, 2017, p.42

Exhibit: McKinsey, 2017, p.42

Exhibit 21: The best outcomes combine both teaching styles (Oceania example)

Average point increase in PISA science score, relative to baseline[1]

		Teacher-directed methods		
		None to few lessons	Some to most lessons	Most to all lessons
Inquiry-based methods	None to few lessons	Baseline / 6%	N/A / 13%	N/A / 4%
	Some to many lessons	-21 / 3%	N/A / 25%	24 / 34%
	Many to all lessons	-70 / 1%	-70 / 3%	N/A / 11%

Inquiry-based methods without sufficient teacher guidance

Poor · Fair · Good · Great · Excellent

The Sweet Spot: most to all lessons teacher directed, some to many lessons inquiry based

Unleash Great schools to Excellence

The Margaret Ames Centre at Immanuel College in Adelaide is a senior school innovation that helps prepare students to transition into higher education and work.

It has interconnected, multi-use learning spaces that enable students to study or work together using technology like writable walls or desks. Instead of standing at the front of classes, teachers roam using mobile desks that convert into lecterns, while students beam their work from laptops onto wall-mounted touch screens.

Immanuel's learning management system integrates all digital tools in the school, and the virtual learning environment enables teachers to promote student engagement, facilitate student independence and enhance communication and collaboration.

Students learn as they design with STEM-inspired technology enabling them to discover solutions using creativity and critical thinking.

Excellent

Great

Good

Poor

Fair

Engage families in Poor to Fair schools to build demand

Case study: Doveton College

Doveton is an economically and socially marginalised Melbourne suburb with one of the highest migrant and refugee populations in Australia.

The Colman Foundation formed a unique partnership with the Victorian and Australian governments to build and operate a new school called Doveton College.

The Colman Foundation contributed $1.8 million towards construction and pledged 10 year annual funding for child and family programs and facilities.

Doveton College has a family and community engagement approach centered around early years learning, Prep to Year 9 schooling and integrated wrap-around health and child and family services.

Outcomes include improved children's health and education, increased parental engagement in their child's education and increased family civic participation through job-ready activities, volunteerism and employment.

Professor John Hattie found that effective parent engagement could add the equivalent of 2 or 3 extra years to a child's education and improves student self-esteem, school attendance and behavior which improves outcomes.

Hattie, 2008

Research from Australia and overseas has found that students achieve better outcomes from their education when schools, families and the community work together to support student learning.

Vaughn et al., 2016, Sattin et al., 2017, Fernald et al., 2017

Doveton College's engagement model is best practice for disadvantaged communities and should be scaled.

Offer instrumental music in Poor to Fair schools

No school can improve performance without music

Music is an essential part of a child's education and a part of the Australian curriculum. However, the shortage of trained classroom music teachers means very few students get access to enriched music education. Low socio-economic and socially marginalised schools do not have school bands or choirs.

Kindergarten to Year 3 classroom music teachers receive professional development and Year 3 to 6 music teachers are supported to facilitate weekly instrumental music lessons and establish the school band and choir.

Instrumental music is enthusiastically embraced by schools, students, parents and communities. Its popularity makes it easily replicable and a complementary program alongside literacy as the basis of a school improvement program.

Disadvantaged schools are uplifted because music is an indispensable part of learning.

Offer civics in schools with high migrant populations

GGSA is developing a Civics Curriculum that combines an explicit instruction pedagogy with Australian curriculum content and spans multiple subject areas. It complements the literacy and numeracy program for migrant and disengaged school communities.

It promotes the civic health of our democratic society and enhances students' capacity to be workforce ready and globally competitive.

The promotion of civic equality and diversity deepens students' knowledge and skills and helps shape character and attitudes.

This prepares students for informed, effective democratic participation as they connect with the community, learn respectful dialogue, develop teamwork and decision and change making skills.

Students who experience a positive school climate feel safe and valued, want to be there, and want to improve their community through activities that cultivate their civic skills and dispositions.

Studies show that civics programs improve school climate, reduce destructive behaviors and lower school drop-out rates.

Students gain the knowledge, skills and ability to engage with and contribute positively to Australian society.

GGSA's school transformation program

We assess schools and co-design improvement plans

Every school begins its journey with a school assessment designed to identify its unique circumstances

Position on improvement scale	Unmet student needs	Implementation ability

• Identify school's position based on comparable metrics:
  – Consistency and level of academic improvement
  – Proportion of children with unmet needs
	• Identify specific unmet needs faced by the school's student population
	  – Either whole school or sub-sets of students
		• Assess school's capacity and capability to successfully implement improvement programs
		  – Clarifies major implementation challenges and mitigation strategies

Identifies how far along the school is on its improvement journey

Maps students' unmet needs to identify required school improvement programs

Identifies required level of support for program implementation

We recommend evidence-based interventions based on context

1. Assess current performance level

- Measure student outcomes
- Decide if current level is poor, fair, good, great or excellent

2. Select interventions

- Decide what the system needs to do in order to raise student outcomes, guided by its performance level and specific challenges

3. Adapt to context

- Tailor leadership style and tactics (e.g. mandate or persuade) to the history, culture, politics, structure, etc. of the school and nation

Adapted from McKinsey, 2010, p. 35

Integrate the three dimensions
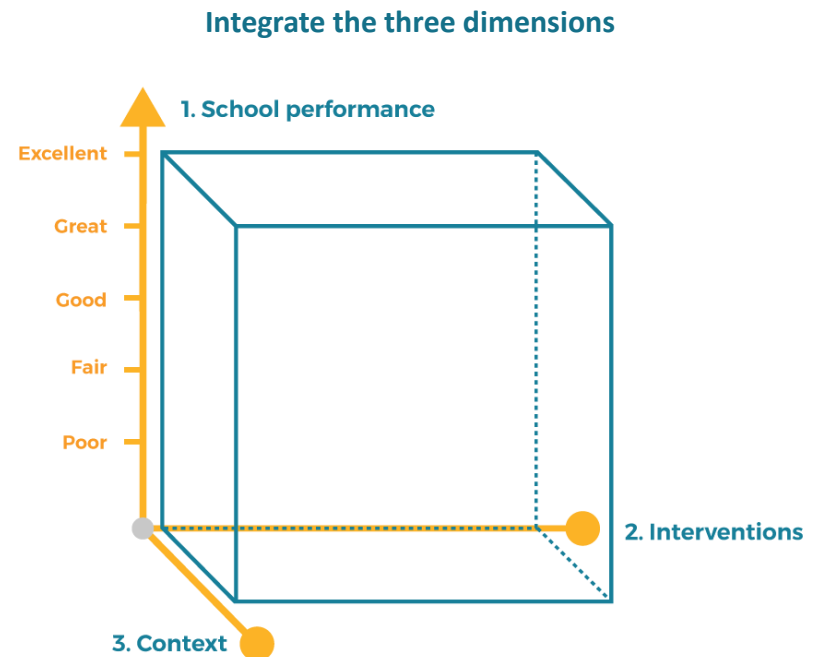
What interventions work are common across systems. *How* proven interventions are implemented depends on the context of the particular school and the system.

We have a school improvement model for schools making the Poor to Fair to Good journey

Extension (other Australian Curriculum areas with priority on music and civics)

Pre-Prep	Pre-Prep to Year 1	Years 2-4 Core Foundations	Years 5-6 Core Foundations
Retain students that do not demonstrate social and emotional development	Retain students who are not at academic level and that do not demonstrate social and emotional development		Retain students who are not academic level in English and that do not demonstrate social and emotional development

Targeted Intervention Program
(Literacy and numeracy using Direct Instruction for time required based on individual student need)

Early years focus on learning to read in foundation years to close gap

Focus on acquiring firm foundations in literacy and numeracy ensures all students learn to read. Closing the gap before Year 1 is crucial to ensure students can succeed in primary school.

More time in upper years on literacy and numeracy and less on other Australian Curriculum areas

Priority on developing literacy and numeracy skills. Students exposed to other Australian Curriculum areas but with less time. Students move on to other elements of the curriculum in the second half of primary school.

Exemption from Australian Curriculum for students not maintaining age level progress in literacy and numeracy

So that students get more time and teaching attention on the core foundations. Students receive varying access to other parts of the Australian Curriculum dependent on intervention they require to maintain literacy and numeracy progress.

We develop school leaders to become instructional leaders

Instructional leadership development

"*Instructional leaders worry about the positive influence that teachers are having on students. Instructional leadership is "learning focused" and is measured by improvement in instruction and in the quality of learning. The questions that drive an instructional leader are: What impact are we having on student learning? And is the work that we are doing worthwhile?*"

Zerwas, 2016

School teaching faculty

Principal

The teaching faculty is made up of the school leader, instructional leaders, teachers, teaching assistants and behaviour staff.

Instructional Leader

The principal is the instructional leader in the school and leads the explicit instruction implementation. They communicate a strong message about the school's commitment to implementing explicit instruction, with high expectations for all students' academic and behavioural success.

Main duties

- Ensure teaching faculty completes all training and embraces the coaching culture
- Model leadership in team situations
- Conduct regular classroom observations and feedback

- Lead the school team in data reviews
- Reinforce the expert advice of GGSA to the teaching faculty
- Use classroom and school data to make decisions about improving student and teacher performance
- Acknowledge student, team and school success across the school and community
- Engage with families on how best to support students to succeed in education
- Provide feedback on the teachers, including data review and conversations
- Provide training in routines and expectations and school-wide support of behaviour management
- Develop and support school-wide, classroom and individual student behaviour plans
- Share implementation results across the school and community
- Create and implement celebrations for academic and behavioural achievements
- Conduct parent and community engagement
- Professional development options
- Explicit Instruction School Leadership Training
- School-wide Behaviour Management Training
- Regular coaching from GGSA in being an instructional leader, data analysis, conducting observations and coaching
- Instructional and Peer Coach Training
- Professional knowledge building through peer networks

We support instructional leaders to lead explicit instruction

Instructional leaders lead from the front

Great principals are successful school leaders who lead instruction in their school 'from the front'. They are instructional leaders who place their highest priority on supporting the continuous improvement of effective instruction. Great instructional leaders are highly visible in developing and shaping the school culture around effective teaching.

We train and coach teachers

We provide data support to schools

We provide coaching and feedback

We support schools with our 8 Cycles of School Improvement

Exhibit: 8 Cycles of School Practice, GGSA, 2018, p.08

We are developing technology to enable scale
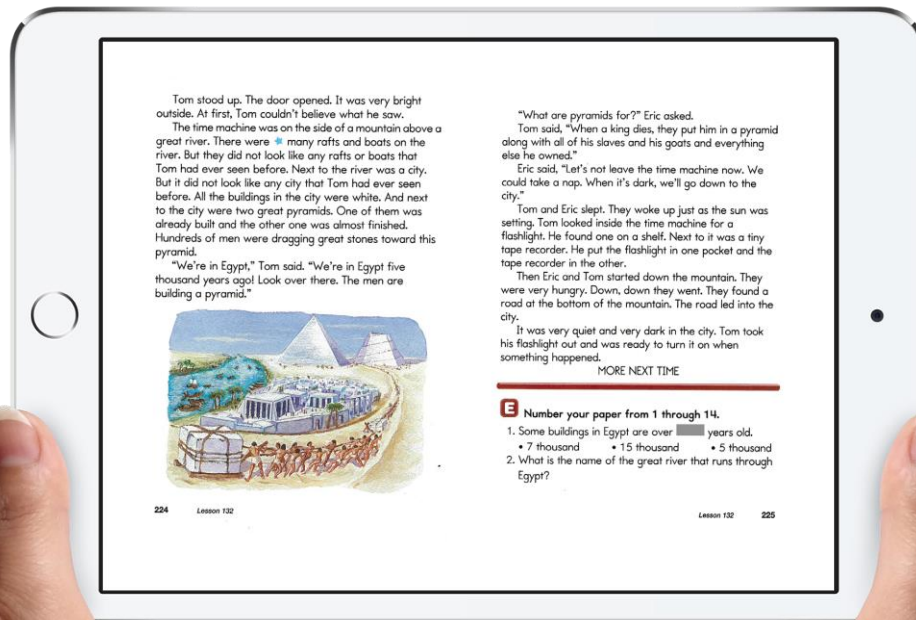
Technology to enhance implementation

Online professional development

Linking teacher practice to student achievement data

Depository of classroom resources

Electronic versions of textbooks and teacher resources

Data collection for school-wide comparison and accountability

Automated analysis and reporting across systems

McKinsey's system implementation approach

Place all schools within the four stage McKinsey performance framework

There is a large variation between the states on PISA composite scores

Schools in system | **Systems**

# primary schools	System
1,685	Dept. of Education NSW
1,191	Dept. of Education and Training VIC
999	**Dept. of Education and Training QLD**
574	**Dept. of Education WA**
446	Catholic Education Commision NSW
429	Dept. for Education & Child Development SA
396	Catholic Education Commision VIC
277	Independent Schools of NSW
236	QLD Catholic Education Commission
159	Independent Schools of VIC
150	Independent Schools of QLD
147	Dept. of Education TAS
135	**Catholic Education Office of WA**
114	**Independent Schools of WA**
100	**Dept. of Education NT**
85	Catholic Education SA
68	Independent Schools of SA
59	ACT Education Directorate
32	TAS Catholic Education Office
28	Independent Schools of TAS

2,000   1,000   0
primary schools

Exhibit: McKinsey, 2017, p. 10

Performance framework columns: **Poor-Fair**, **Fair-Good**, **Good-Great**, **Great-Excellent**

Rows: **Urban**, **Regional**, **Rural**, **Remote**

Map values: 480, 511, 498, 500, 501, 516, 507, 476

Australian average (502) OECD average (492)

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Adapt intervention matrix according to performance stage and contexts

Exhibit: McKinsey, 2010, p.36

Turnaround Schools Playbook

Accelerate Schools Playbook

Unleash Excellence Playbook

Improvement journey	Poor to fair	Fair to good	Good to great	Great to excellent
Theme	*Achieving the basics of literacy and numeracy*	*Getting the foundations in place*	*Shaping the professional*	*Improving through peers and innovation*
Intervention cluster[1]	• **Providing motivation and scaffolding for low skill teachers** – Scripted teaching materials – Coaching on curriculum – Instructional time on task – School visits by center – Incentives for high performance • **Getting all schools to a minimum quality level** – Outcome targets – Additional support for low performing schools – School infrastructure improvement – Provision of textbooks • **Getting students in seats** – Expand school seats – Fulfil students' basic needs to raise attendance	**Data and accountability foundation** – Transparency to schools and/or public on school performance – School inspections and inspections institutions **Financial and organisational foundation** – Optimization of school and teacher volumes – Decentralizing financial and administrative rights – Increasing funding – Funding allocation model – Organizational redesign **Pedagogical foundation** – School model/streaming – Language of instruction – Language of instruction	• **Raising calibre of entering teachers and principals** – Recruiting programs – Pre-service training – Certification requirements • **Raising calibre of existing teachers and principals** – In-service training programs – Coaching on practice – Career tracks – Teacher and community forums • **School-based decision-making** – Self-evaluation – Independent and specialized schools	• **Cultivating peer-led learning for teachers and principals** – Collaborative practice – Decentralizing pedagogical rights to schools & teachers – Rotation and secondment programs • **Creating additional support mechanisms for professionals** – Release professionals from admin burden by providing additional administrative staff • **System-sponsored experimentation/innovation across schools** – Providing additional funding for innovation – Sharing innovation from front-line to all schools

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Support systems to deliver

Exhibit: McKinsey, 2010, p.92

Exhibit 28:
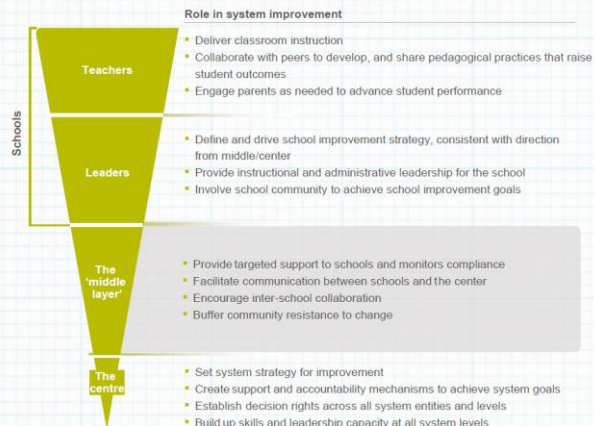System improvement requires intergration and coordination across every level

Role in system improvement

Teachers
- Deliver classroom instruction
- Collaborate with peers to develop, and share pedagogical practices that raise student outcomes
- Engage parents as needed to advance student performance

Leaders
- Define and drive school improvement strategy, consistent with direction from middle/center
- Provide instructional and administrative leadership for the school
- Involve school community to achieve school improvement goals

The 'middle layer'
- Provide targeted support to schools and monitors compliance
- Facilitate communication between schools and the center
- Encourage inter-school collaboration
- Buffer community resistance to change

The centre
- Set system strategy for improvement
- Create support and accountability mechanisms to achieve system goals
- Establish decision rights across all system entities and levels
- Build up skills and leadership capacity at all system levels

Exhibit: McKinsey, 2011

Deliverology embodies the six elements of best-in-class performance management.

There is a clear view of what success looks like— across the organization and with relevant partners

Accountabilities are clear, key performance indicators and scorecards are balanced and cover both performance and health, and metrics cascade where appropriate

1 Set direction and context

2 Establish clear accountabilities and metrics

Actions are taken to improve performance, and there are visible consequences for good and bad performance

6 Ensure actions, rewards, and consequences

Superior and sustainable performance and health management

3 Create realistic budgets, plans, and targets

Targets stretch employees but are also fully owned by management, and they are supported by appropriate resources

5 Hold robust performance dialogues

4 Track performance effectively

Performance reviews are both challenging and supportive, and are focused, fact based, and action oriented

Reporting gives a timely view of performance with appropriate detail, and it does not burden the organization

McKinsey&Company

An Australian Government-led National Schools Plan

Remote Schools Commission to administer 250 schools' funding to directly address structural and instructional factors affecting remote schools

Governance model would oversight program implementation and ensure roadblocks and red flags are addressed with stakeholders to enable:

- Whole-school transformation and improvement
- Continuity in the school reform program
- Teacher recruitment strategy that enables a retention target of 3 years and a stable turnover rate
- Teacher allocations meet student needs
- Investment in teaching assistants
- Pre-Prep Language interventions in place
- Family and community engagement
- Student attendance strategy that redoubles efforts to reach and exceed jurisdictional averages
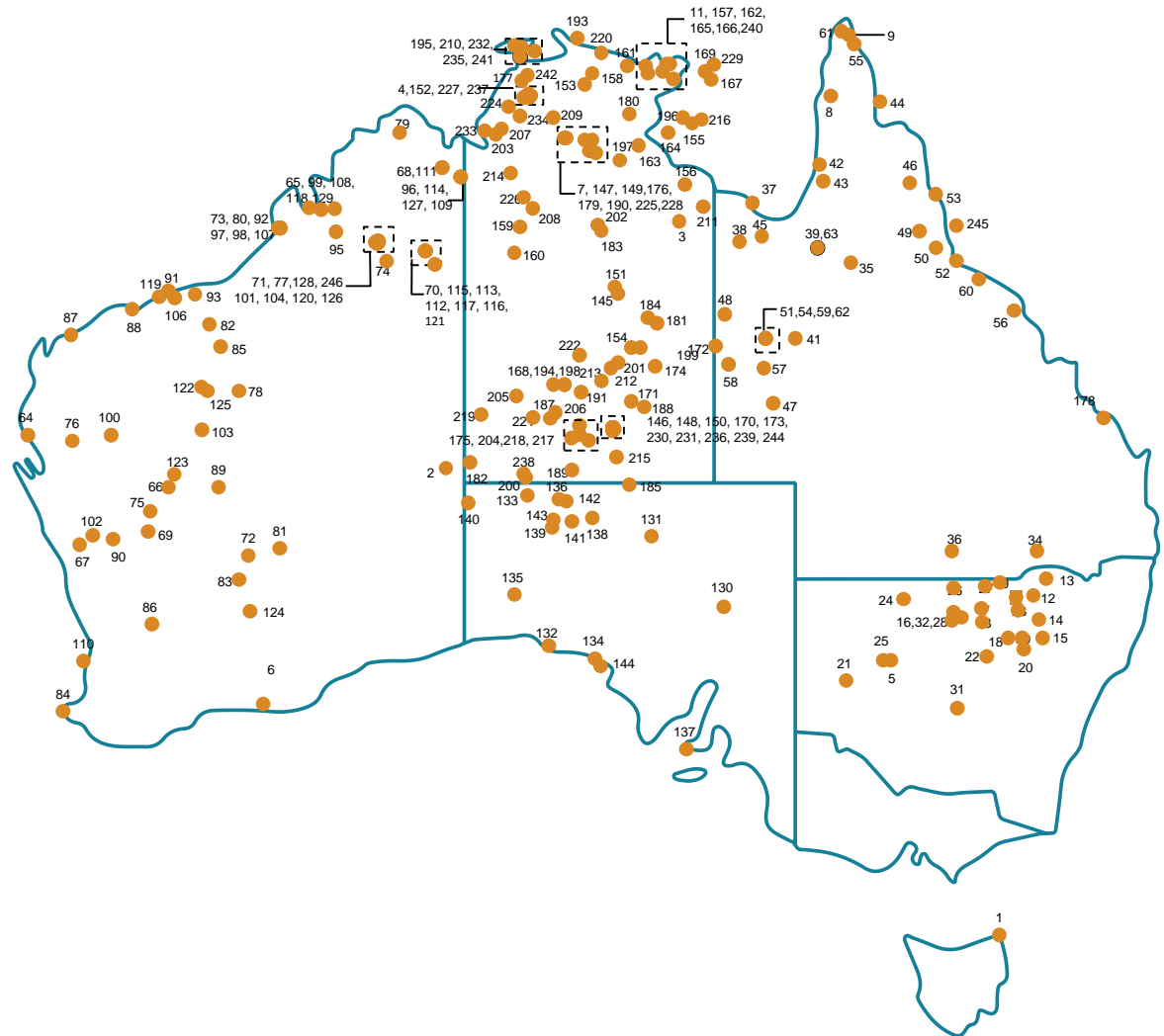
10 year program to *turnaround* 500 Poor to Fair schools with school transformation community engagement and instrumental music support
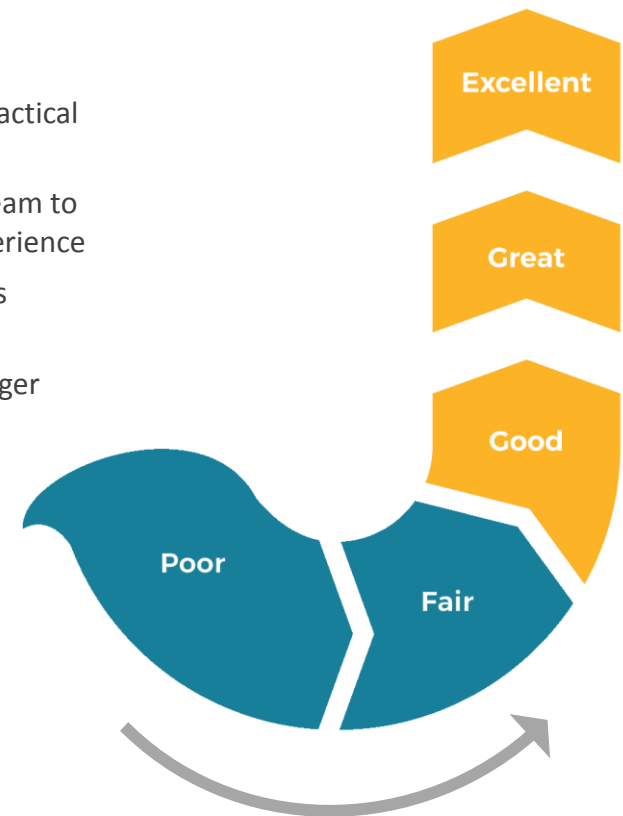
Features of schools

- Principal has limited leadership experience
- Teaching faculty inexperience and high turnover
- Majority of students have high needs and challenging home lives
- Limited data-driven practice in school

Require high degree of implementation support

- More instructional leadership practical support for longer time
- More training and coaching to team to mitigate team turnover and experience
- More expert guidance to address students' complex needs
- Significant data support over longer time

	Poor	Fair	Good	Great
Urban	◼	◼		
Regional	◼	◼		
Remote	◼	◼		
Very remote	◼	◼		

Excellent

Great

Good

Poor

Fair

10 year program to *accelerate* 1000 schools from Fair-Good to Good-Great with effective instruction intervention

Features of schools

- Principal has mature leadership capacity but limited experience in instructional leadership and school improvement
- Stable leadership and teaching faculty
- Majority of students at grade level or a year below
- Some data-driven practice of familiarity present in school

|	Poor	Fair	Good	Great
Urban		■	■	■
Regional		■	■	■
Remote		■	■	■
Very remote		■	■	■

Require low degree of implementation support

- Standard instructional leadership practical support but provided in quicker time
- Less training and coaching with faster track to mastery
- Focus on individual support approaches to targeted small group of teaching expertise and small group of high needs students
- Data support provided but embedded and reduced more rapidly

Excellent

Great

Good

Fair

Poor
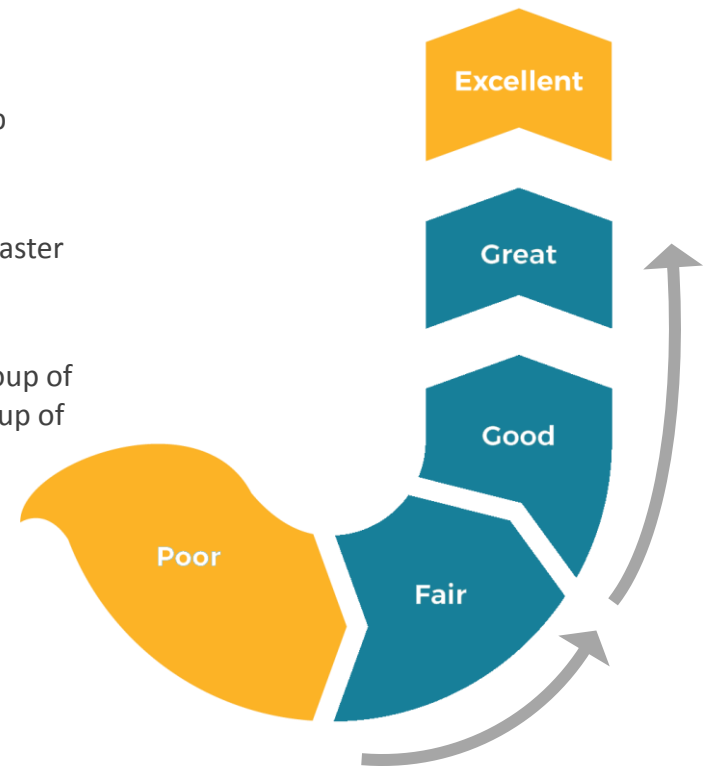
Innovate explicit instruction in junior secondary in regional high schools
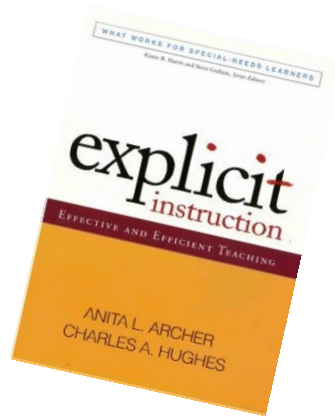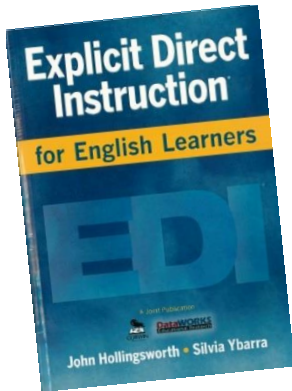
The key challenge for regional, rural and remote education is ensuring, regardless of location or circumstances, that every young person has access to high quality schooling and opportunities.

Halsey, 2018, p. 16

There is great scope for improving secondary school outcomes, particularly in regional high schools through the use of explicit instruction pedagogy and curriculum.

Recent evidence from PISA (cited in this proposal) shows that greater teacher directed instruction and getting the balance right with inquiry methods is the key to improved learning outcomes.

Explicit instruction will improve secondary school outcomes as much as primary school. However, unlike primary schooling there are not explicit instruction curriculum resources available for high schools.

GGSA has previously developed a comprehensive P-6 literacy curriculum based on Explicit Direct Instruction aligned to the Australian Curriculum.

The aim is to innovate a Junior High School curriculum that utilises explicit instruction pedagogy and provides lesson plans for high school curriculum content.

Appendix: We work with partners who could form a consortium to support implementation

School Improvement:
Good to Great Schools Australia

Good to Great Schools Australia supports schools on their improvement journey to transition from Poor to Fair, Fair to Good, Good to Great and on to Excellent.

We support Australian schools and communities to successfully deliver a 21st century education through programs that focus on three important practices commonly found in high performing school systems: Great Teachers, Effective Teaching and Every Child.

GOOD TO GREAT SCHOOLS AUSTRALIA

Great teachers. Effective teaching. Every child.
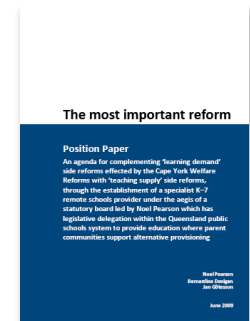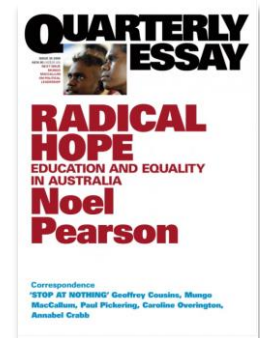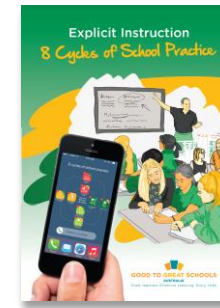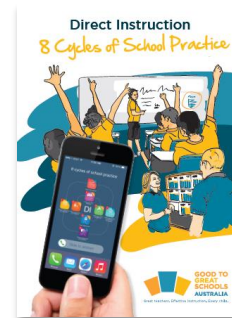
System Improvement:
McKinsey & Company

McKinsey is the global leader for supporting education systems and providers to bring about rapid gains in student learning and completion outcomes.

Through diagnostics, strategy and implementation, McKinsey supports governments and school systems to rapidly improve education outcomes through systems improvement.

McKinsey &Company
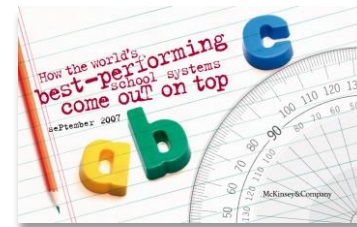
Instrumental music:
James Morrison Academy of Music

The James Morrison Academy of Music is the most innovative and exciting place to undertake jazz studies in Australia. The Academy offers a unique experience to aspiring musicians where they can work with some of the finest jazz educators in the world.

The Academy was founded by Australia jazz musician, multi-instrumentalist, composer, arranger and educator James Morrisson. Dedicated to education, the Academy provides master classes and workshops around the world. Morrisson is very involved in furthering the presence of jazz and music education on the Internet and also uses cutting edge tech extensively in his writing, recording and performances.

Community Engagement: Colman Foundation

Colman Foundation uses an evidence-based whole-of-community business approach to deliver high quality education outcomes in very disadvantaged Australian communities.

The Foundation's approach is to create schools that increasingly become the central hub of the local community – bringing a wide range of health and social outcomes.

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