

## Example of practice

# Working with external organisations to use evidence

Examples of practice demonstrate effective practice in different education settings. You can use them to think about how to apply the practice in your own context. This example comes from Jo-Anne Dooner and Georgie Wynne.

Be e e f e i d e n c e l e a d i m e d  
den c me . B me ime ch l  
find i diffic l c ea e and ain a  
c l e f e i d e n c e e n h e i n .  
Thi i a n e a m l e n h ch l h a e  
ked i h e e n a l g a n i a i n  
im e den ' e a d i n g a n d l i e a c  
kill i n g e i d e n c e .

### Engaging with an external organisation

The school wanted to use an evidence-based approach to improvement, but were facing some struggles, including:

- uncertainty around which aspects of teaching quality to address and in what order
- resistance to change among some staff members

## Improving reading

### Context

This example is about a public school in Western Australia. Around two-thirds of students have a language background other than English and there is a relatively high proportion of Aboriginal and/or Torres Strait Islander students.

Year 3 and Year 5 students were significantly underperforming in NAPLAN reading scores compared to their peers. The school wanted to help boost their students' reading achievement and needed a step-by-step plan.

### Using student data to identify needs

Using the school's student data, the school leadership team identified 2 key goals within the teaching and learning focus area:

- to develop teacher effectiveness and efficiency
- to use data to inform planning.

The leadership team and EDvance also designed a 3-year plan to achieve these goals. This involved:

- following a scaffolded strategic planning process
- using a synthesis of research and evidence to identify high impact strategies and initiatives
- mapping initiatives as steps towards the goals.

Based on the evidence, the school focused on embedding more explicit teaching in K to Year 2 and developing phonemic awareness.

### Supporting teachers to make the changes

The school leadership team identified teaching practices that could best meet school needs. They also identified ways to support teachers to successfully make changes to their practice. Methods used to embed changes included mentoring, coaching, active learning and feedback. To assist the teachers with explicitly teaching phonological awareness, an expert was enlisted to deliver professional learning, classroom observations and ongoing modelling and coaching.

Through the EDvance program, the school leadership team were also paired with a mentor, an experienced, retired school leader, who provided on-the-ground support to help them implement their plans and increase accountability to the milestones they set.

### Evidence of improvement

Within 4 years, Year 3 students lifted their reading scores by 95 NAPLAN scores, ranking well above the state average.

## Improving literacy

### Context

This example is about a Catholic School in regional Queensland. Around 15% of students have a language background other than English and there is a relatively high proportion of Aboriginal and Torres Strait Islander students.

The school wanted to improve their NAPLAN literacy results, which were significantly lower compared to similar schools.

### Engaging with an external organisation

The principal wanted to use evidence to lift student outcomes but felt their current approach wasn't gaining traction. Challenges included:

- an inconsistent and ad hoc approach to content, teaching and learning, and assessment
- 'change fatigue' resulting from prior unsuccessful attempts to improve student outcomes.

The school reached out to Training 24/7, a professional learning provider that supports teachers and leaders to embed evidence-based practices.

