

Ātātou
pūrākau

Our
stories



visible
learning^{plus}

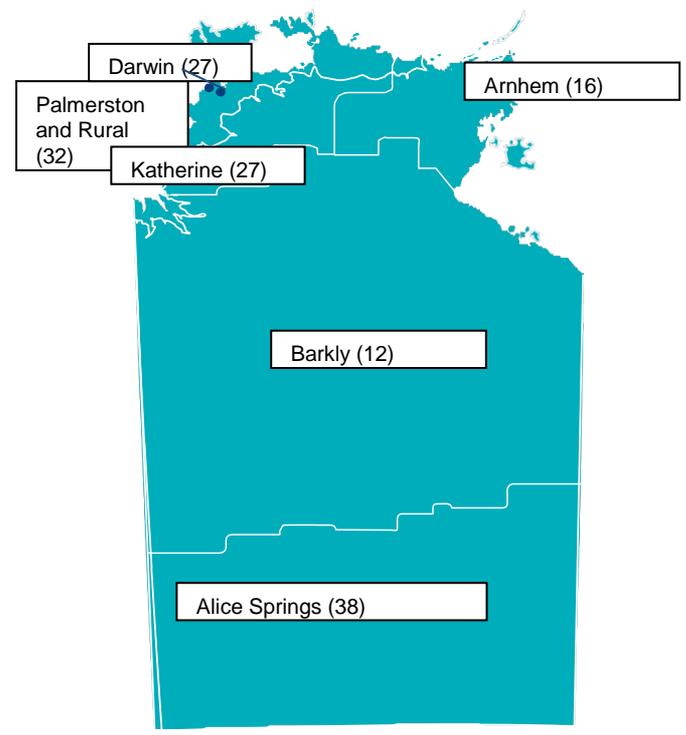
Collaborating for impact across a System



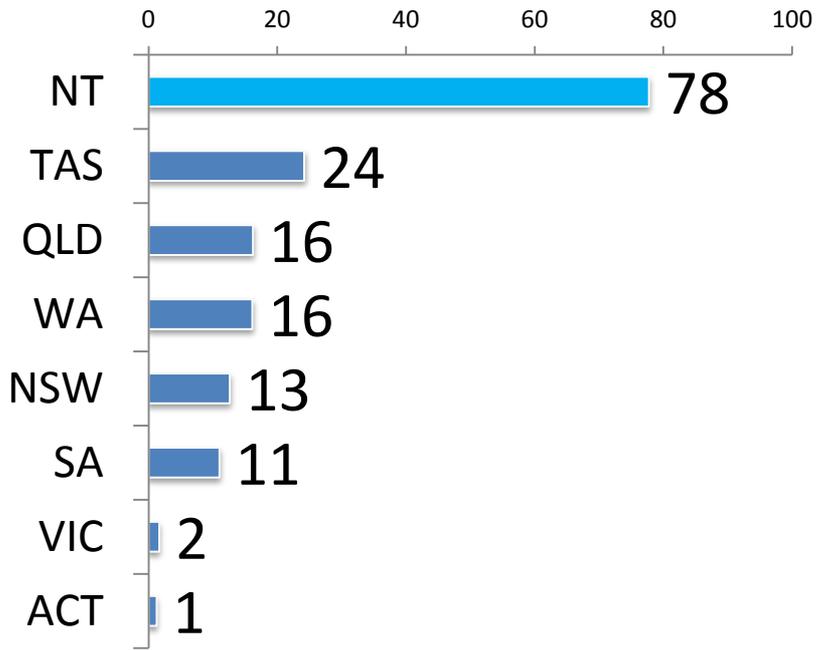
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Regions of the Northern Territory

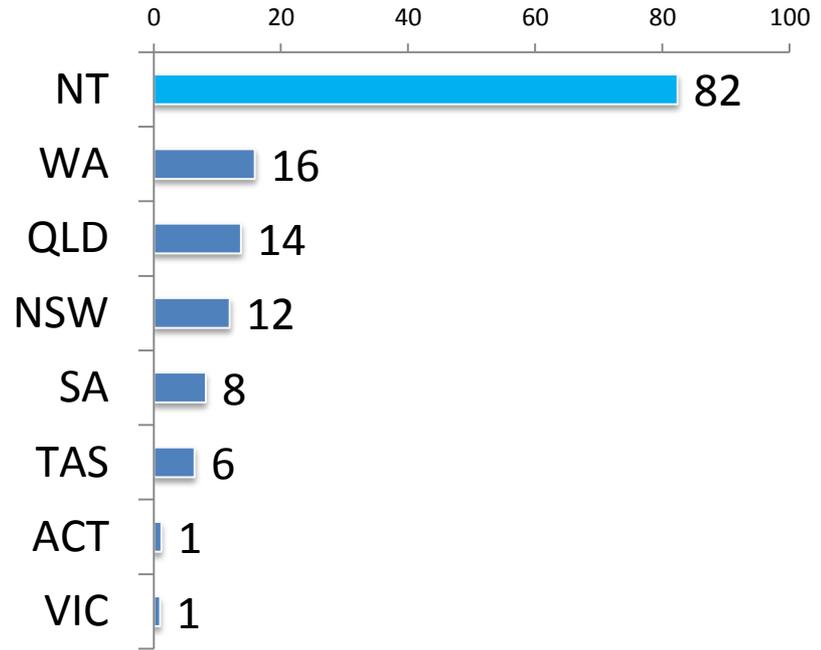
- Darwin
- Arnhem
- Palmerston and Rural
- Katherine
- Barkly
- Alice Springs



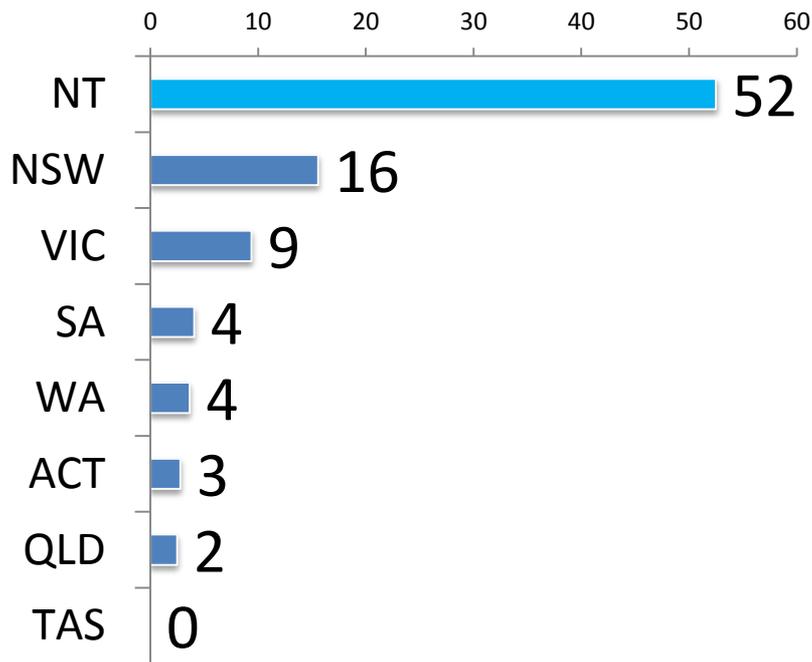
Socio-economic background



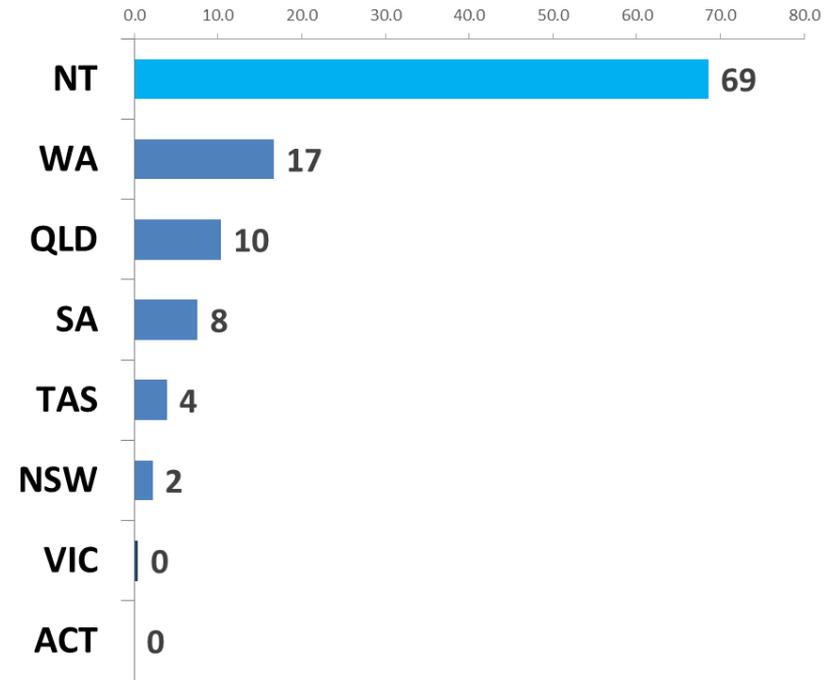
Indigenous students



Languages other than English



Rural and remote schools

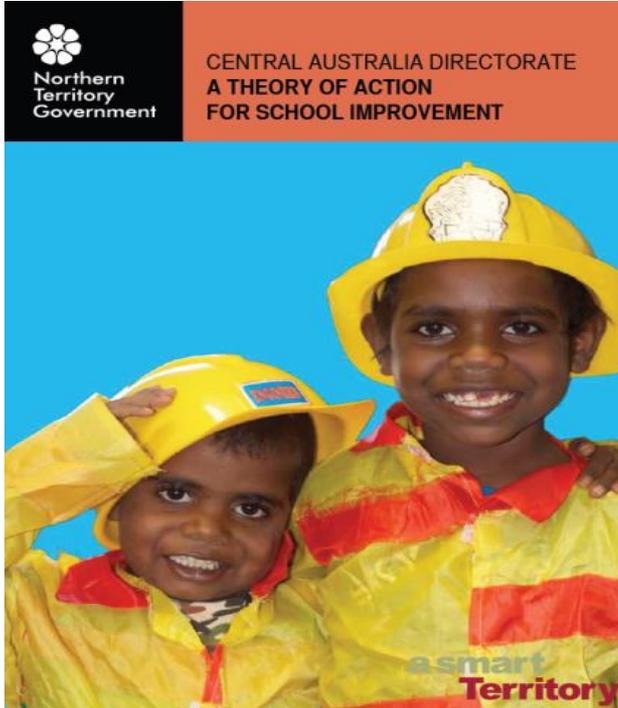


Central Australia, a beautiful part of...



What will it take to be the most rapidly improving region in student learning outcomes in the Territory?

Theory of Action



OUR AIM

To improve literacy and numeracy as the building blocks for access to a rich curriculum and a successful pathway for every student in the Central Australia Regions

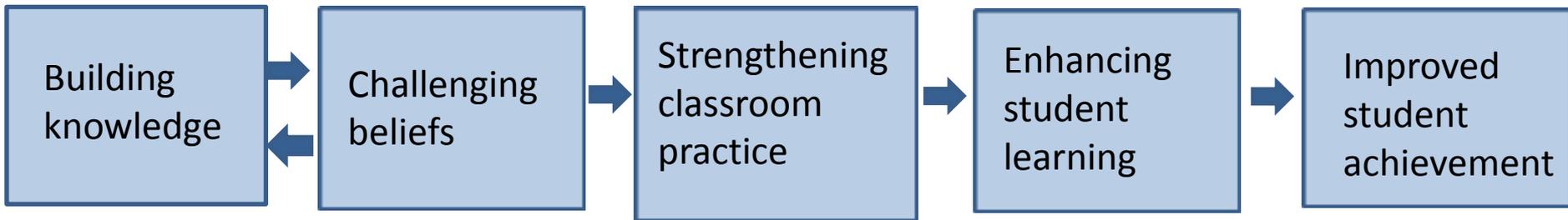
BY...

Building the capacity of our leaders and teachers to use effective instructional practices in an engaging and orderly learning environment

SO THAT....

Within four years (2012-2015) the Central Australia Regions will demonstrate measurable, significant gains in student learning in literacy, numeracy and school completion rates

Central Australia Logic Model for Improvement



Progress in capability



Common-place and systematically embedded



Exists but not common-place or systematic



Exists but in small pockets



Not established practice

The visible Learner				Know thy impact				Inspired and Passionate teaching				Feedback			
Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices
4	2	2	2	4	3	3	3.5	3	2	2.5	2.5	3	3	3	3
4	3.5	3.5	3	4	4	4	4	4	3	4	4	4	4	3.5	4
3.5	3	2.5	3	4	3.5	3	3.5	4	4	3	3	3	2	2.5	3
3.5	2.5	2.5	3	2	2.5	3	3	4	3	3	2.5	2	2	2.5	2.5
4	2.5	2	2	3	1.5	1	1	4	2	2	2.5	1	1	1.5	1.5
4	4	3.5	3	4	3.5	3	4	4	4	3.5	4	3	2	3.5	3.5
4	4	4	2.5	3	3	2	3.5	4	4	3	3.5	3	2	3	2
4	3	3.5	2.5	3	2.5	3	2.5	3	3	2.5	3	3	3	3	3
4	3.5	4	4	2.5	2.5	4	3	3	4	4	4	3	4	3.5	3.5
2	2	2	1	2	3	2	2	2	2	3	3	3	1	2.5	2
3.70	3.00	2.95	2.60	3.15	2.90	2.80	3.00	3.50	3.10	3.05	3.20	2.80	2.40	2.85	2.80

2014

The visible Learner				Know thy impact				Inspired and Passionate teaching				Feedback			
Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices
2	2	1.5	1.5	2.5	2.5	2	2.5	2.5	2	2	2	1.5	1	1.5	1
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3	2.5	2	2	3	2.5	2	3	3	2.5	2	2.5	3	2	2	2
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3	2	2	1.5	3	2.5	2.5	3	3	2	2.5	2	1.5	1	2	2
3	2.5	2	2.5	3	3	2.5	2.5	3	3	2.5	2.5	3	2	2.5	2
3	2	2	2	3	2.5	2	2	3	2.5	2.5	2	2	1	2	2
2	2	2	2	2	2.5	2.5	3	2	2	2	2	1.5	2	2	2
3	2	2	2	3	2	2	2.5	3	3	3	2.5	1	1	2	1
2	1.5	2	1.5	2.5	2.5	2.5	2	2	2	2	2	1	1	1.5	1.5

2013

The visible Learner				Know thy impact				Inspired and Passionate teaching				Feedback			
Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices	Vision and values	Knowledge and understanding	Personal qualities	Professional practices
1	1	1.5	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2.5	2	2.5	2	2.5	1.5	2	3	2	2	3	1	1	2	1
1	1.5	1.5	2	1.5	1	1.5	2	2	2	2	1.5	1	1	1.5	1
2	1	1.5	1.5	2	1	1	1.5	2	1	1.5	1	1	1	1.5	1.5
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	2	1.5	1.5	2	2	2	2	2	2	2	2	1	1	1.5	1.5
1	2	2	2	2	1.5	1	2	2	1	1.5	1.5	1	1	1.5	1.5
1	1	1.5	1	1	1	2	2	1	1.5	1	1	1	1	1.5	1.5
1	1.5	1	1.5	1	1.5	2	2	2	1	1.5	2	1	1	1.5	1.5
1.22	1.44	1.50	1.44	1.56	1.44	1.35	1.65	1.90	1.40	1.65	1.50	1.19	1.00	1.50	1.17

2012

Student engagement in learning



Most students could articulate what they had learned

Generally students struggled to know how they were going

Generally students were not able to assess their own learning or articulate their next steps

visible
LEARNING
in the NT

visible
LEARNING
in the NT

Learner outcomes

1174 students completed PAT-R at time 1 and time 2 (2014)



Across all year levels, with the exception of Year Levels 7-9 (small sample), predicted effect sizes were well above the expected 0.40.

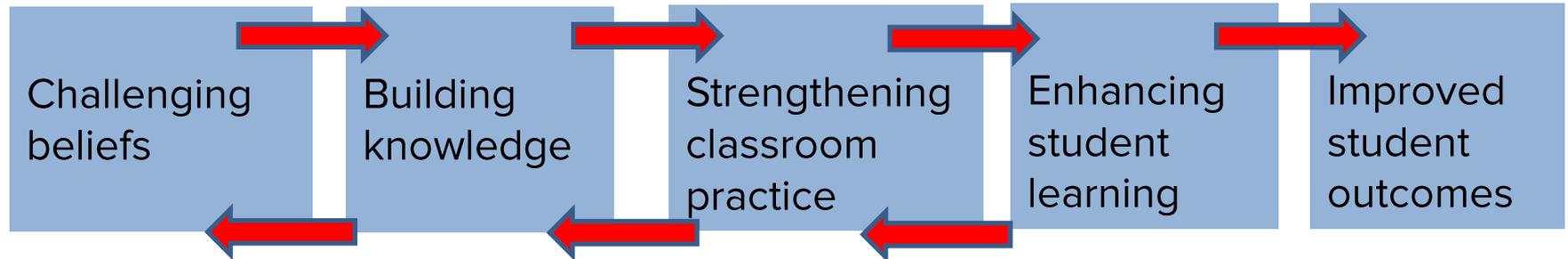
Middle years schooling

Performance Measures	2013–14 actual	2014 Centralian Middle School
Students achieving national minimum standard in NAPLAN		
Reading — non-Indigenous		
— Year 7	89%	95%
— Year 9	89%	84%
Reading — Indigenous		
— Year 7	37%	62%
— Year 9	44%	68%

A Middle Years Story



Iterative cycles for improvement





collaboration
is **everything**





In a nutshell...



3 key messages



Impact Coaches
Central Australia

In a nutshell...



3 key messages



What will it take to be the most rapidly improving region in student learning outcomes in the Territory?

*What will it take to be the most rapidly improving **jurisdiction** in student learning outcomes in **Australia?***

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