Redefining Educational Success: Generating a Growth Narrative

Through Growth to Achievement

Report of the Review to Achieve Educational Excellence
in Australian Schools

March 2018

Mr David Gonski AC

Chair

Australian Government

Report on a page

We have identified three priorities …

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

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

- Introduce new reporting with a focus on learning attainment and learning gain
- Revise the structure of the Australian Curriculum to present the learning areas and general capabilities as learning progressions
- Prioritise the acquisition of foundation skills in literacy and numeracy in curriculum delivery during the early years
- Give more prominence to the acquisition of the general capabilities e.g. critical and creative thinking, personal and social capability
- Strengthen community engagement to enrich learning
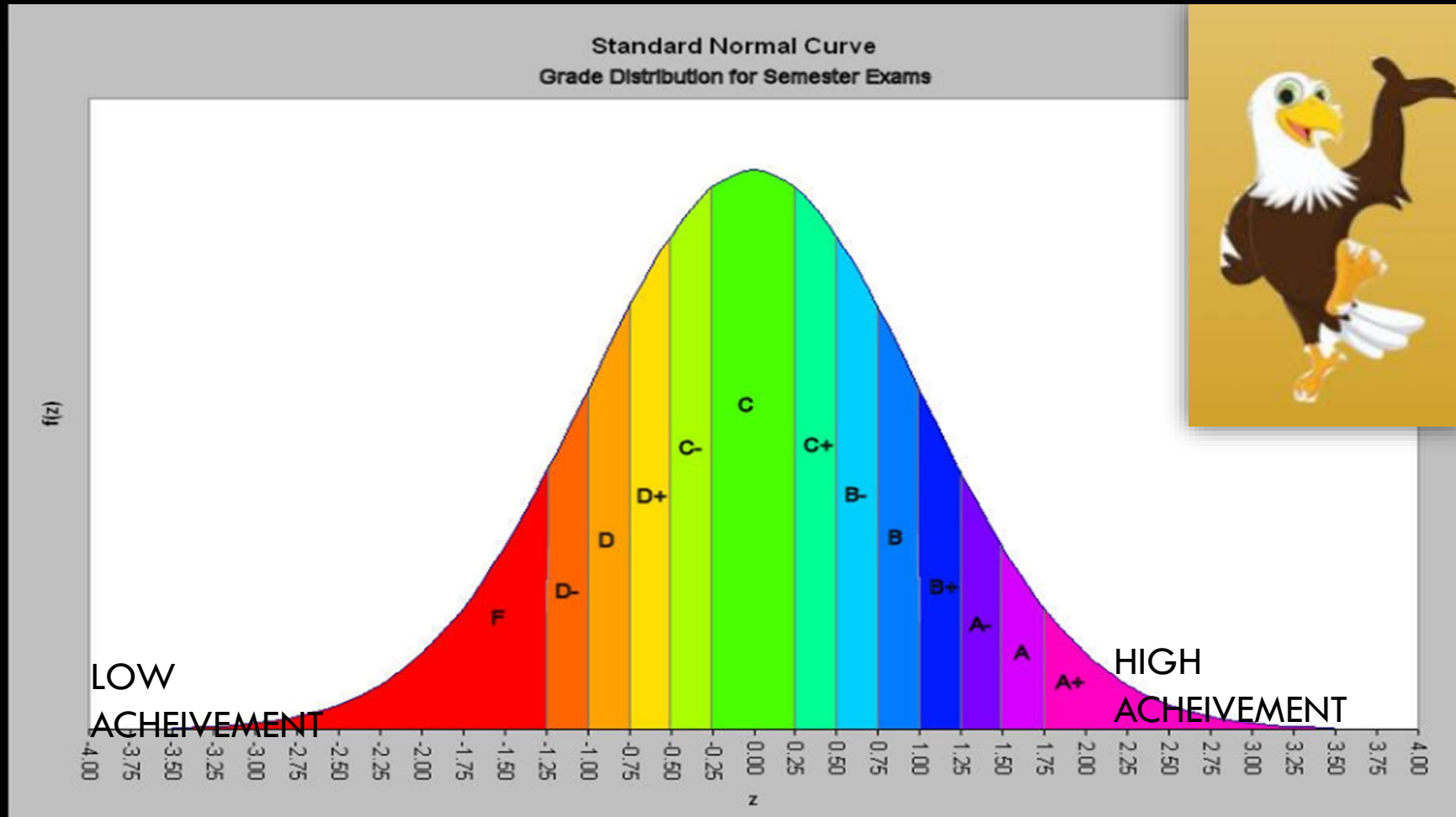- Review senior secondary schooling to equip students with skills for the future
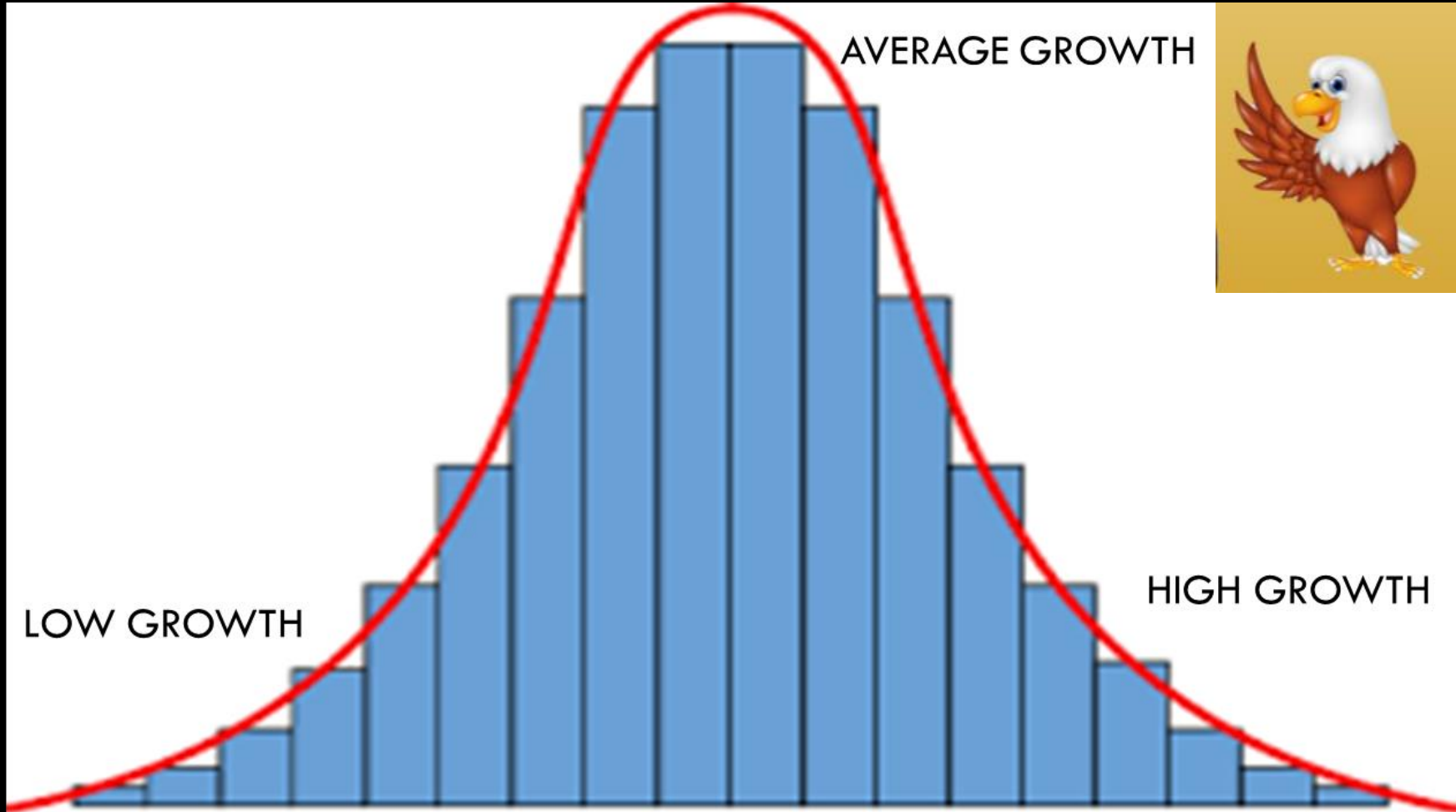
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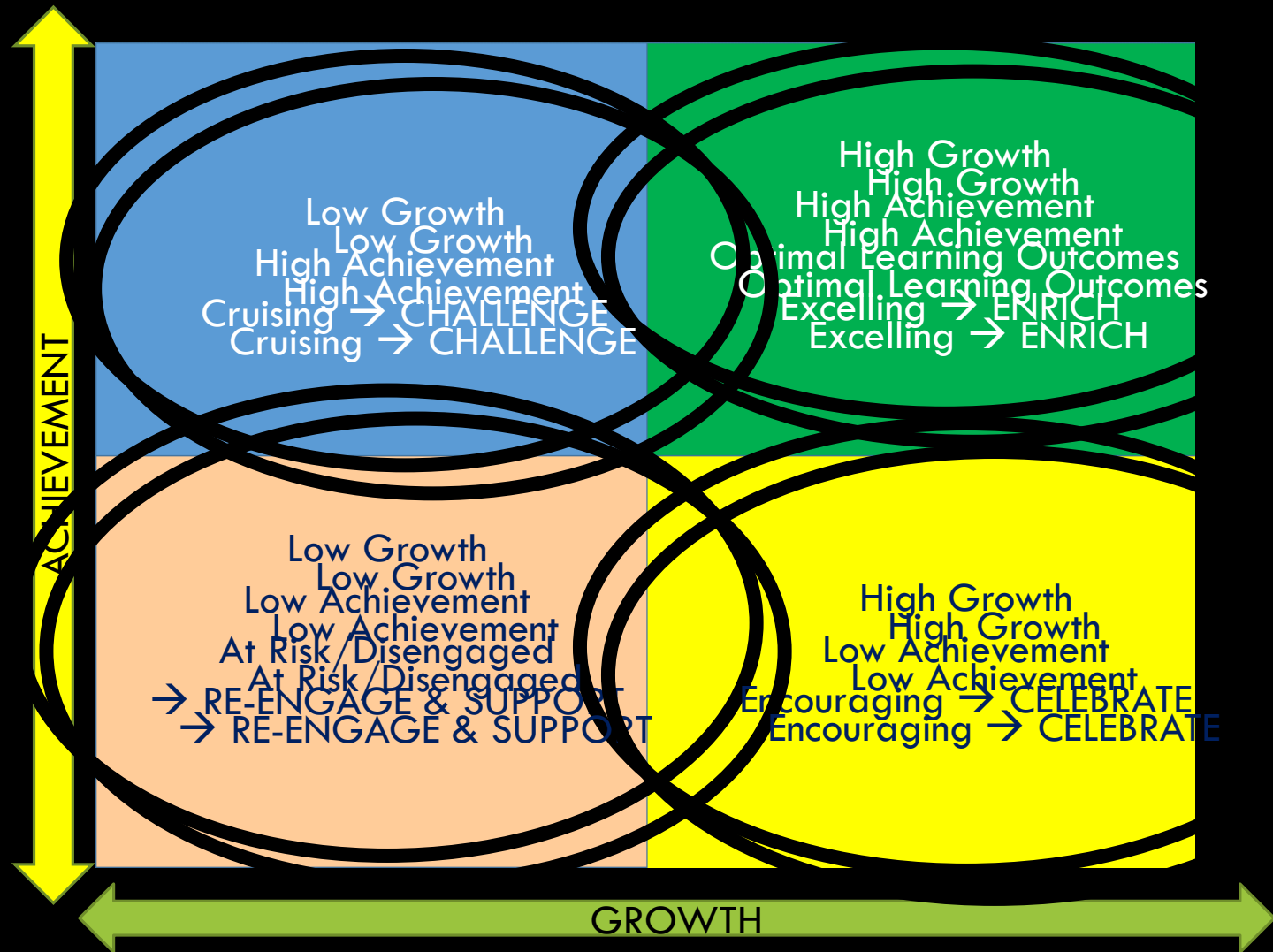HIGH ACHIEVER

EAGLE G
BIG IMPROVER
(GROWTH)

ACHIEVEMENT

GROWTH

ACHIEVEMENT – GROWTH
QUADRANT MODEL OF DIFFERENTIATION

ACHIEVEMENT

GROWTH

Low Growth
High Achievement
Cruising → CHALLENGE

High Growth
High Achievement
Optimal Learning Outcomes
Excelling → ENRICH

Low Growth
Low Achievement
At Risk/Disengaged
→ RE-ENGAGE & SUPPORT

High Growth
Low Achievement
Encouraging → CELEBRATE
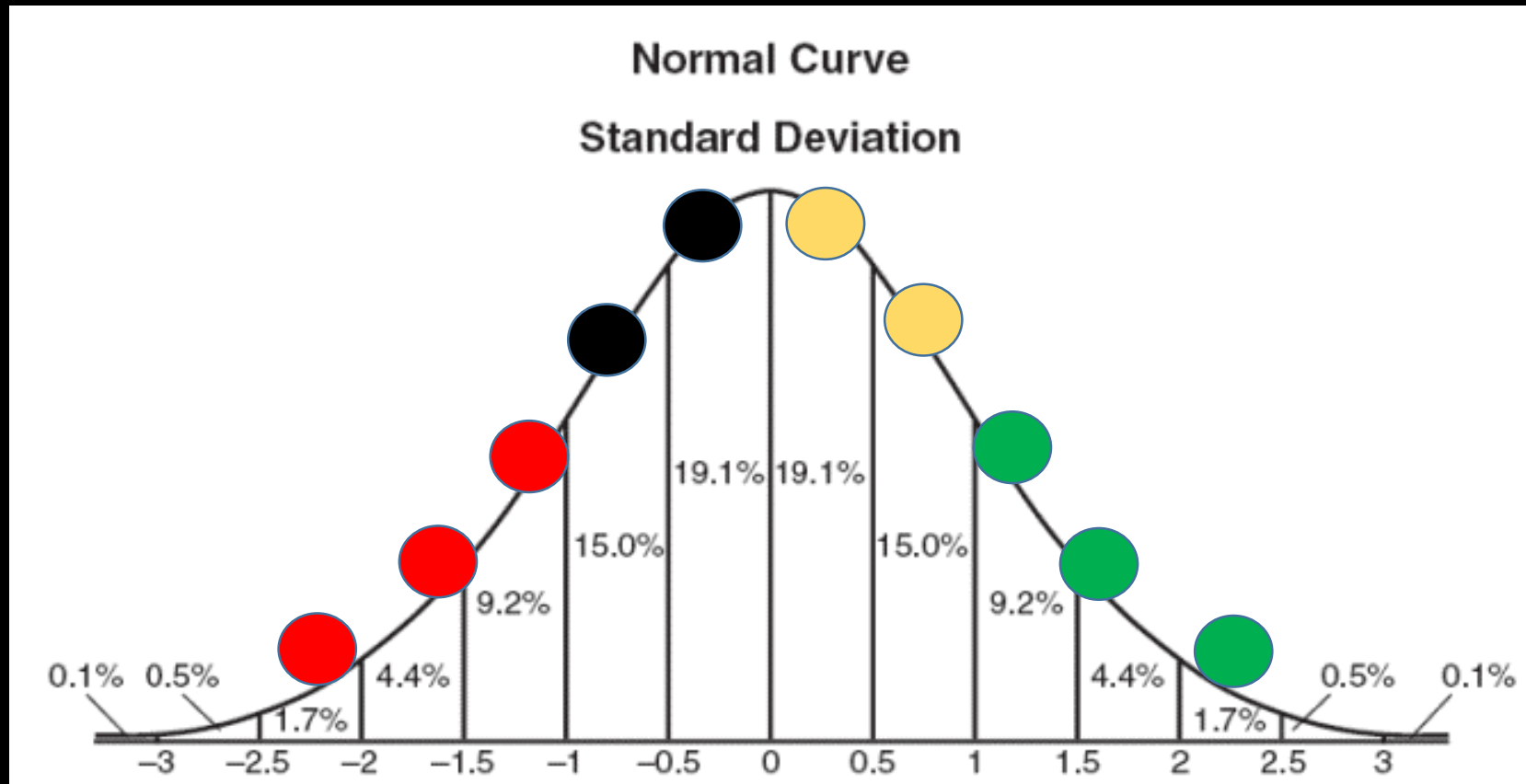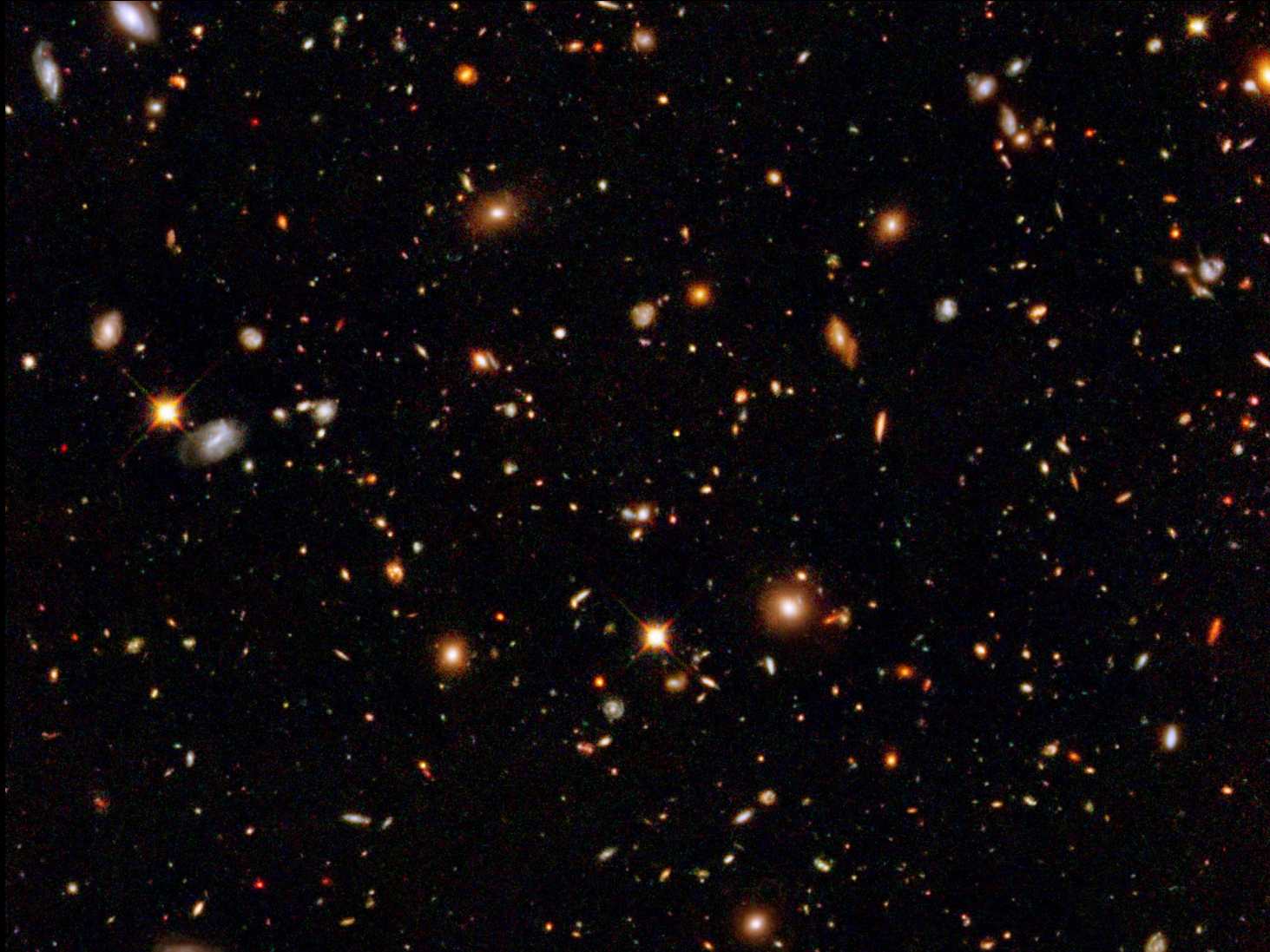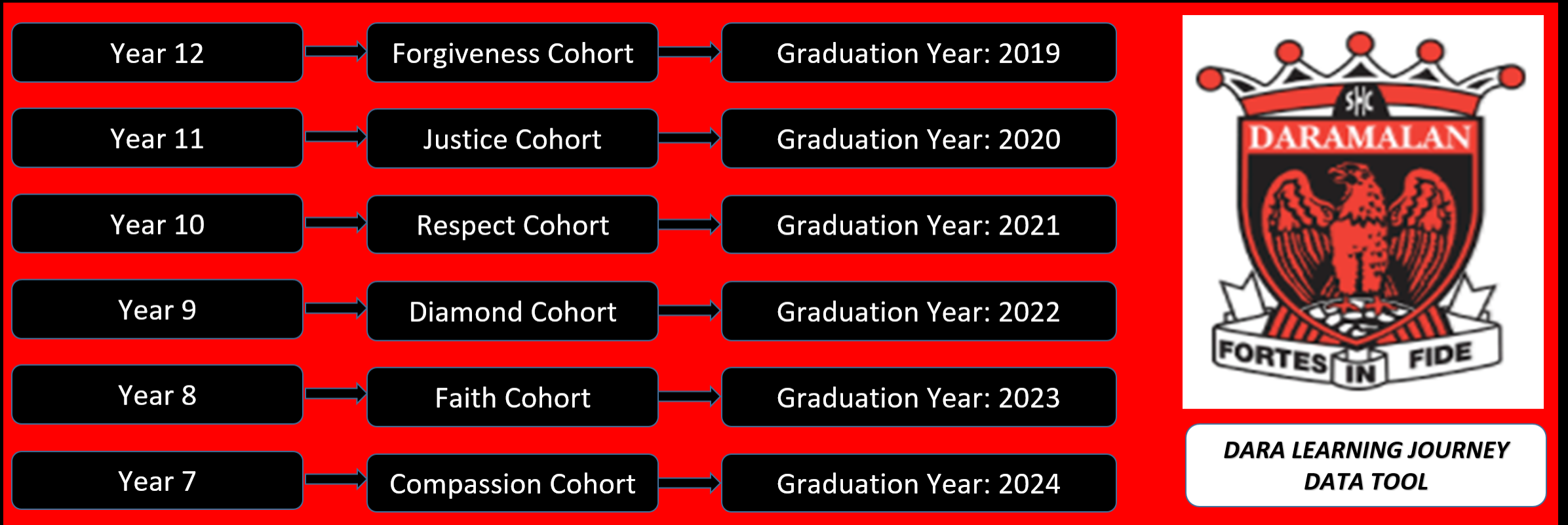
A PEEK INTO THE PAST CAN INFORM FUTURE ACTION

DARA LEARNING JOURNEY DATA TOOL

AST SRT Trial – Year 12 – Semester 1 – 2019 (2017 SRT Paper)

RESULTS

Name:

House: Phillip

Student ID

Your Improvement (Growth since 2018, Sem 2)

	Total	Verbal	Quantitative
% Growth	70	62	86
Rank Growth	2	3	2
Z Score Growth	1.73	0.88	1.35

Overview – Your Results

	Total (50)	Verbal (25)	Quantitative (25)
Raw	34	21	13
%	68	84	52
Rank	16	6	54
Z Score	1.17	1.53	0.55

Comparatives – How other student groups performed?

		Mean %	SD %
2019 – Year 12 Cohort Daramalan Students (AST Trial)	Total	48	17
	Verbal	54	19
	Quantitative	41	19
2017 – Year 12 Cohort Daramalan Students (AST Actual)	Total	55	14
	Verbal	62	15
	Quantitative	47	18
2017 – Year 12 Cohort All ACT Students (AST Actual)	Total	53	15
	Verbal	59	16
	Quantitative	48	18

Your Unit Scores

v

ALL ACT 2017 Year 12 Mean Unit Scores

Unit, Verbal/ Quantitative (Out Of)	Your Score	2017 All ACT Mean Score
1, Q (5)	2	3.1
2, V (3)	2	2.2
3, Q (5)	4	2.7
4, V (3)	2	2.2
5, V (4)	3	2.4
6, Q (5)	1	2.0
7, V (4)	4	2.0
8, Q (5)	5	2.7
9, V (4)	3	2.2
10, Q (5)	1	1.5
11, V (7)	7	3.9

Student: ██████████████

Dear Parents/Carers,

Re: NAPLAN Results 2019 – Redefining the conversation to one around growth in learning

Earlier this year I wrote to you about the approach Daramalan takes in delivering and then reporting on the government mandated NAPLAN Assessment. We aim to generate healthy and constructive conversations from these results and to celebrate growth in student learning. Growth is a more controllable and consequently more encouraging measure of success. For this reason, we would encourage you to adopt this frame when speaking to your child about the information provided to you here and in the Ministerial letter and ACARA report which will follow in the mail soon.

Your child's cohort experienced strong levels of growth in all 5 of the NAPLAN domains: reading, writing, spelling, grammar and punctuation, and numeracy. We attribute this to the consistent focus and engagement of our students in learning and the hard work and professionalism of our teachers in creating learning opportunities.

The following table provides a summary of the individual growth your child has experienced in the 5 NAPLAN domains. This information has been taken from the NAPLAN Portal (SCOUT) provided to schools and is not information represented in the report which the ACT Government provides.

Student Name: ██████████████

NAPLAN Domain	Growth (since last NAPLAN Assessment)
Numeracy	At or Above Expected
Reading	At or Above Expected
Writing	At or Above Expected
Spelling	Below Expected
Grammar and Punctuation	At or Above Expected

Note: No Prior = Growth measure not possible as the previous data point was not available. Blank = did not sit in 2019.

We should celebrate and encourage those students who have experienced "At or Above Expected Growth". Where growth has been "Below Expected" or "Negative" the conversation should centre on what is controllable and how improvements can be made moving forward. Daramalan staff wish to support this process and generate growth conversations around learning, which involve parents, students and teachers collectively.

As is the case with all student learning data, this represents a single snap shot in time and provides only one lens on a child's learning profile. It is only when a collection of information is considered, that a child's full story can be properly understood. All students are unique and every story is different.

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Learning Intentions & Success Criteria

I LIKE TRAINS. I LIKE THEIR RHYTHM, AND I LIKE THE FREEDOM OF BEING SUSPENDED BETWEEN TWO PLACES, ALL ANXIETIES OF PURPOSE TAKEN CARE OF: FOR THIS MOMENT I KNOW WHERE I AM GOING.

- ANNA FUNDER -

Learning Intentions ⟷ Feedback ⟷ Success Criteria
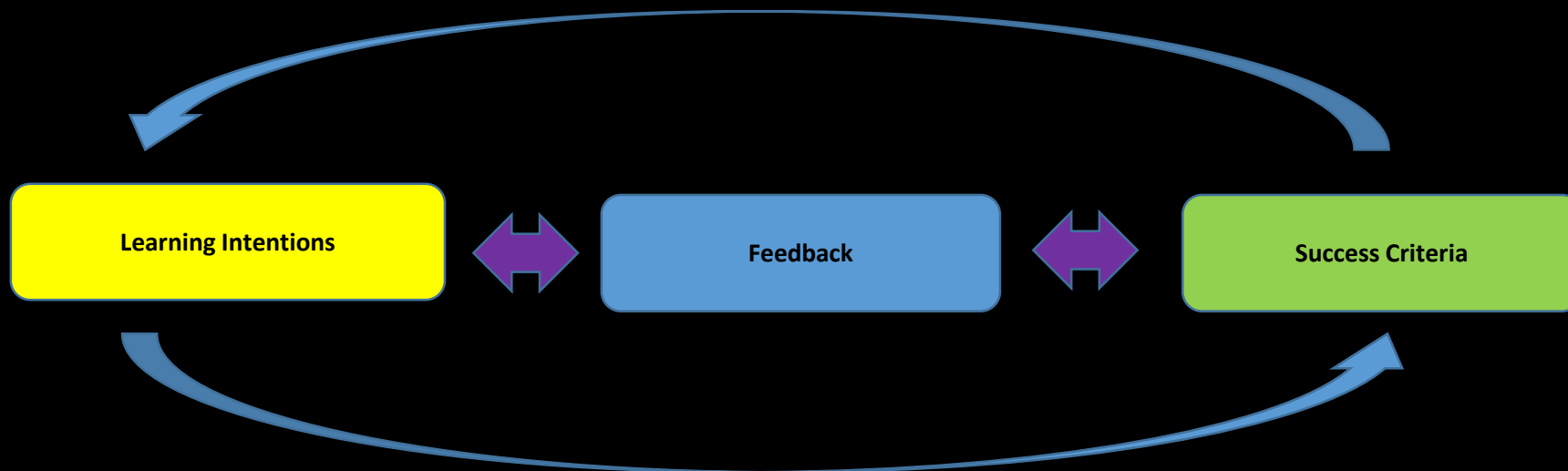
Summary

1. Gonski in action not just in rhetoric
2. Communicate intent to all stakeholders in common accessible language
3. Utilise data sets to create tangible measures of growth
4. Quadrants which turn data and student profile into simple strategy for action
5. Report and celebrate growth as well as achievement
6. Give students and teachers a tool for measuring their own learning growth to make it core daily business (LI & SC)