

## 2023 EIA Report



Our school improvement focus for 2023 is to introduce and implement identified effective instructional teaching practices across all classrooms.

This is important work for our school because at St Benedict's we are committed to improving teacher instructional practice to provide the necessary conditions that lead to improvement in student well-being, engagement, progress and achievement.

So how have we travelled so far in 2023 in meeting our identified targets:

Success looks like...	Term 1	Term 2	Term 3
<p>The staff will engage in regular professional development and reading on the 'Science of Learning' and effective instructional practices.</p>	<p>Principal and PLL met with the founder of CogLearn to discuss their successful work in Queensland, Canberra and Tasmania and to discuss a possible partnership for 2023 to provide coaching and professional development for an identified school team focused on implementing effective instructional practices that produce high student results.</p> <p>Whole staff attended a 3 hour professional development twilight session with a representative from a CogLearn Mastery School to introduce the 'Science of Learning' and cognitive-based instruction.</p> <p>Expressions of interest were put forward to staff and an 'EIA Champion Teaching Team' was established with a representative from each Year Level team. This team will partner with the PLL, Principal and a CogLearn team to learn about and trial effective instructional practices (cognitive-based instruction, direct instruction, explicit direct instruction, student engagement strategies) and engage in observation and feedback loops to improve teacher practice and student well-being, engagement, progress and achievement.</p> <p>EIA team engaged in a 90 minute professional development webinar session with Dr Anita Archer (an expert in the field of effective instructional practices) entitled 'The Magic is in the Instruction: The Science of Reading joins the Science of Instruction' <a href="https://www.youtube.com/embed/XysGOJmXzQQ?0rel">https://www.youtube.com/embed/XysGOJmXzQQ?0rel</a></p> <p>PLL spoke with the team at Broadbeach State School (an identified school of excellence who specialise in direct instruction and explicit direct instruction) and organised a visit for the EIA Champion Team for Term 2 to learn from the school and observe practice.</p> <p>Targeted work was led by the PLL in PLTs around expected whole school effective instructional practices. All staff received professional development and resources aligned to the implementation of daily review in English and Mathematics lessons as an expected whole school practice. Staff were also given an expect whole school</p>	<p>The school funded 2 days teaching release for the EIA Champion Teaching Team and other identified staff to visit Broadbeach State School to learn from their experience, discuss their improvement in student learning data and view their effective instructional practices. This team then met to further unpack what they observed and what implications this has moving forward with our project.</p> <p>The PLL provided a 30 minute professional development session to staff focused on how teachers can increase student 'Opportunities to Respond' to improve student learning through high levels of active participation and engagement in lessons. 4 essential whole school practices were identified as non-negotiables for teachers to adopt when delivering lessons:</p> <ol style="list-style-type: none"> <li>1. We will request frequent responses from students.</li> <li>2. We will require overt responses – saying, writing, doing.</li> <li>3. We will involve all students.</li> <li>4. We will structure the active participation procedure.</li> </ol> <p>Staff engaged in further professional reading from the work of Dr Anita Archer entitled 'Learning Is Not a Spectator Sport: Essentials of Active Participation'. <a href="https://www.voyagersopris.com/blog/edview360/learning-is-not-a-spectator-sport">https://www.voyagersopris.com/blog/edview360/learning-is-not-a-spectator-sport</a></p> <p>Staff then identified 1 essential practice they will adopt and trial in Term 3 with their class.</p> <p>Principal and PLL secured the services of CogLearn to commence coaching and professional development with the EIA Champion Teaching team commencing Term 3 focused on implementing effective instructional practices that produce high student results.</p> <p>Targeted work was led by the PLL in PLTs around expected whole school effective instructional practices.</p> <p>PLL met with representatives from St Benedict's College to share the work we are doing in regard to effective instructional practices and provide support in implementing daily review practices at St Benedict's</p>	<p>The EIA Champion Teaching Team will commence their work with CogLearn being released for professional development days that will lead into cycles of observation and feedback focused on implementing effective instructional practices that produce high student results. The EIA team will meet twice per term with the Principal and PLL additional to their work with CogLearn to monitor and discuss progress and success of the project.</p> <p>Staff will continue the work they began in Term 2 focused on how teachers can increase student 'Opportunities to Respond' to improve student learning through high levels of active participation and engagement in lessons. Teachers have identified an essential practice and will engage in school-based observation and feedback loops focused on their chosen essential practice.</p> <p>Student voice will be collected about how increased opportunities to respond and daily review practices have impacted their learning and engagement in the classroom.</p> <p>Targeted work will continue to be led by the PLL in PLTs around expected whole school effective instructional practices.</p> <p>PLL will engage in further work with representatives from St Benedict's College in regard to effective instructional practices and further ways our schools can collaborate to improve teacher practice and student well-being, engagement, progress and achievement across our schools in this space. College representatives to visit classrooms to observe daily review in practice and to work with the PLL to create their own daily review resources for implementation.</p>

	explicit instruction framework to be followed when delivering English and Mathematics lessons.	College to increase alignment in practice across our schools in this space.	
Collaboratively develop and implement a model for how to best observe and provide feedback connected directly to student learning and engagement.	<p>PLL and Principal engaged in regular classroom observation sessions providing feedback as required.</p> <p>Co-teachers engaged in co-teaching with Year 3 and Year 5, providing modelling, coaching and feedback in relation to daily review, reading and writing instruction as part of their work with teachers.</p>	<p>PLL engaged in regular classroom observation sessions providing feedback as required.</p> <p>Co-teachers engaged in co-teaching with Year 2 and Year 6, providing modelling, coaching and feedback in relation to daily review, reading and writing instruction as part of their work with teachers.</p>	<p>The Leadership team will engage in professional development, reading, and research on how to best observe student learning and engagement through observation and feedback loops to provide productive feedback that moves student learning forward.</p> <p>Staff will collaboratively develop and whole school approach for observation and feedback loops that provide the necessary conditions for the provision of productive feedback that moves student learning forward.</p> <p>Staff will identify an essential practice that increases student opportunities to respond and will engage in school-based observation and feedback loops focused on their chosen essential practice.</p> <p>Staff will engage in collaborative problem-solving conversations centred on student learning and engagement and the elements of effective instruction that will increase the likelihood of successful student demonstration of learning.</p> <p>Co-teachers will continue to engage in co-teaching with Year 2 and Year 6, providing modelling, coaching and feedback in relation to daily review, reading and writing instruction as part of their work with teachers.</p>
P-1 teachers will implement effective literacy instruction via adoption of the InitialLit Direct Instruction Program.	<p>All Prep and Y1 teaching staff were released for 2 days training in delivery of the InitialLit Direct Literacy Instruction Program.</p> <p>A select number of Prep and Y1 teachers went with the PLL and STIE to visit 'Christ the King' at Deception Bay to discuss their success with introducing the InitialLit program in their school context and what could be learned prior to our own implementation of the program.</p> <p>School contributed \$20,000 to purchase the required materials for Prep and Year 1.</p> <p>InitialLit instruction commenced in Prep and Year 1 classrooms in Week 4 of T1. Regular monitoring of student learning progression was monitored via the assessment tools built into the program, alongside BCE monitoring tools.</p> <p>Weekly discussions were held with the PLL, STIE and Prep and Y1 Year Level teams during PLTs to monitor the implementation of the program, student progress and achievement and any further resourcing requirements.</p>	<p>InitialLit instruction continued in Prep, Year 1 and Year 2 classrooms. Regular monitoring of student learning progression was monitored via the assessment tools built into the program, alongside BCE monitoring tools.</p> <p>Intervention based on the collected data began was delivered for identified students for a 10 week period. Intervention included:</p> <ul style="list-style-type: none"> <li>• Re-teaching of InitialLit concepts that were identified as gaps,</li> <li>• Use of Reading Doctor app to target identified letter-sounds that were identified as gaps,</li> <li>• Use of Reading Simplified program to target identified letter and sounds, and blending and segmenting skills that were identified as gaps,</li> <li>• Use of Heggerty curriculum to target Phonemic and Phonological Awareness skills that were identified as gaps,</li> <li>• Use of Sound Linkage program to target identified letter and sounds, blending and segmenting skills, and Phonemic and Phonological Awareness skills that were identified as gaps.</li> </ul> <p>A further \$6500 was provided to purchase the InitialLit decodable readers to support small group reading instruction in the Prep and Year 1 classrooms.</p>	<p>InitialLit instruction will continue in Prep, Year 1 and Year 2 classrooms. Regular monitoring of student learning progression was monitored via the assessment tools built into the program, alongside BCE monitoring tools.</p> <p>Intervention based on the collected data will be delivered for identified students for a 10-week period. Possible introduction of a new Direct Instruction program called 'Reading Mastery' in Year 1 and 2 provided by the PLL and co-teacher in small groups to further target identified gaps in addition to other intervention programs utilised in Term 2.</p> <p>Co-teaching in Prep will begin with the STIE and in Y1 with the PLL to further support identified student needs, as well as providing modelling, coaching and feedback focused on implementing effective instructional practices that produce high student results.</p> <p>Co-teaching will continue in Y2 with a co-teacher to further support identified student needs, as well as providing modelling, coaching and feedback focused on implementing effective instructional practices that produce high student results.</p>

	The decision was made for Year 2 to also trial the Spelling and Grammar components of the InitialLit program commencing Week 4 of Term 1.		A further \$2000 was provided to purchase the Reading Mastery materials required for small group reading instruction in the Year 1 and Year 2 classrooms.
All teachers will use a school developed scope and sequence and A-E criteria to ensure clarity of successful demonstration of student learning and consistency of teacher delivery of the curriculum.	<p>A whole-school P-6 scope and sequence was developed with a detailed overview for the expected Term 1 teaching instruction was completed for all areas of the Australian Curriculum V9 and was used in PLTs and on 3 half day release planning days to collaboratively plan responsive teaching and learning cycles for all learning areas.</p> <p>A-E criteria was developed for P-6 in all learning areas to be used to design quality assessment opportunities (diagnostic, formative and summative) and was used in PLTs and on 3 half day release planning days to create and moderate assessment pieces to collect evidence of student learning.</p> <p>Teachers were provided with curriculum compliant timetables for delivering the required teaching and learning aligned to the Australian Curriculum V9.</p> <p>Whole school processes were designed for the recording of planning documentation and storage on the portal.</p> <p>PLL and Year Level Teams completed a collaborative review of all T1 planning documentation to ensure compliance in their planning documentation.</p> <p>.</p>	<p>A whole-school P-6 scope and sequence was developed with a detailed overview for the expected Term 2 teaching instruction was completed for all areas of the Australian Curriculum V9 and was used in PLTs and on 3 half day release planning days to collaboratively plan responsive teaching and learning cycles for all learning areas.</p> <p>A-E criteria was developed for P-6 in all learning areas to be used to design quality assessment opportunities (diagnostic, formative and summative) and was used in PLTs and on 3 half day release planning days to create and moderate assessment pieces to collect evidence of student learning.</p> <p>Principal and Year Level Teams completed a collaborative review of all T2 planning documentation to ensure compliance in their planning documentation.</p>	<p>A whole-school P-6 scope and sequence will be developed with a detailed overview for the expected Term 3 teaching instruction for all areas of the Australian Curriculum V9 and will be used in PLTs and on 3 half day release planning days to collaboratively plan responsive teaching and learning cycles for all learning areas.</p> <p>A-E criteria will be developed for P-6 in all learning areas to be used to design quality assessment opportunities (diagnostic, formative and summative) and will be used in PLTs and on 3 half day release planning days to create and moderate assessment pieces to collect evidence of student learning.</p> <p>A whole school Semester 1 and 2 A-E Assessment Plan will be developed.</p> <p>Principal, PLL and Year Level Teams will complete a collaborative review of all T3 planning documentation to ensure compliance in their planning documentation. Teachers will complete a review of the success of the teaching and learning provide in Term 3 during PLTs and record this information on a school-provided template.</p>
The PLL and co-teachers will support teachers to plan and implement effective instructional practices through the co-creation of teaching, learning and assessment experiences aligned to the Australian Curriculum V9.	<p>PLL and co-teachers worked with Year Level Teams in PLTs and on planning days to support them to plan and implement effective instructional practices through the co-creation of teaching, learning and assessment experiences for key learning areas aligned to the Australian Curriculum V9.</p> <p>PLL and co-teachers worked alongside teachers in Year 3 and Year 5 to implement the elements of effective instruction.</p> <p>PLL and co-teachers met weekly to discuss student learning data and next steps moving forward in co-teaching to improve teacher practice and student well-being, engagement, progress and achievement.</p>	<p>PLL and co-teachers worked with Year Level Teams in PLTs and on planning days to support them to plan and implement effective instructional practices through the co-creation of teaching, learning and assessment experiences for key learning areas aligned to the Australian Curriculum V9.</p> <p>PLL and co-teachers worked alongside teachers in Year 2 and Year 6 to implement the elements of effective instruction.</p> <p>PLL and co-teachers met weekly to discuss student learning data and next steps moving forward in co-teaching to improve teacher practice and student well-being, engagement, progress and achievement.</p>	<p>PLL and co-teachers will continue to work with Year Level Teams in PLTs and on planning days to support them to plan and implement effective instructional practices through the co-creation of teaching, learning and assessment experiences for key learning areas aligned to the Australian Curriculum V9.</p> <p>PLL and co-teachers will work alongside teachers in Year 1, Year 2, Year 5 and Year 6 to implement the elements of effective instruction.</p> <p>PLL will work with Y5 team to implement a direct instruction program called 'Spelling Mastery' to improve the spelling results of their students as evidenced by the assessments provided in the program and use of the BCE Writing Analysis Tool.</p> <p>PLL and a co-teacher will work with Y1 and Y2 to provide small group reading instruction using a direct instruction program called 'Reading Mastery' to improve the reading results of their students as evidenced by the assessments provided in the program and use of the use of PM Benchmark and PROBE reading analysis tools.</p> <p>PLL and co-teachers will meet weekly to discuss student learning data and next steps moving forward in co-</p>

			teaching to improve teacher practice and student well-being, engagement, progress and achievement.
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