

# Fact sheet

## *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*

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The *Review to Achieve Educational Excellence in Australian Schools*, led by Mr David Gonski AC, reported to the Australian Government on 29 March 2018. The review, an important component of the Government's *Quality Schools* package, develops a strong evidence base for national reforms to improve student outcomes.

The final report *Through Growth to Achievement* make contains three identified priorities, 17 findings and 23 recommendations that will inform the development of a new national agreement on school reform being negotiated between the Australian Government and all states and territories in 2018.

The recommendations recognise that a well supported teaching workforce is critical to student learning growth and educational achievement. Student progress must be measured and tracked to enable teachers to tailor teaching practices to individual student needs.

### Key findings of the Review

The Review report acknowledges the achievements of schools and school systems to date, and their ongoing commitment to continuous improvement. The report seeks to build on this effort and identifies three priorities:

- deliver at least one years' 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 and adaptive, innovation and continuously improving education system .

The report makes recommendations across **five areas of reform**:

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.

In developing its recommendations, the Review Panel examined the national and international evidence that leads to growth in student achievement and how it builds on the needs-based funding system the Government has implemented.

The Panel also received 279 submissions from teachers, schools, parents, education bodies, experts and community groups which were critical in shaping the thinking of the Panel.

The Panel also considered the recommendations from the recent *Independent Review into Regional, Rural and Remote Education* and the Innovation and Science Australia 2030 Plan.

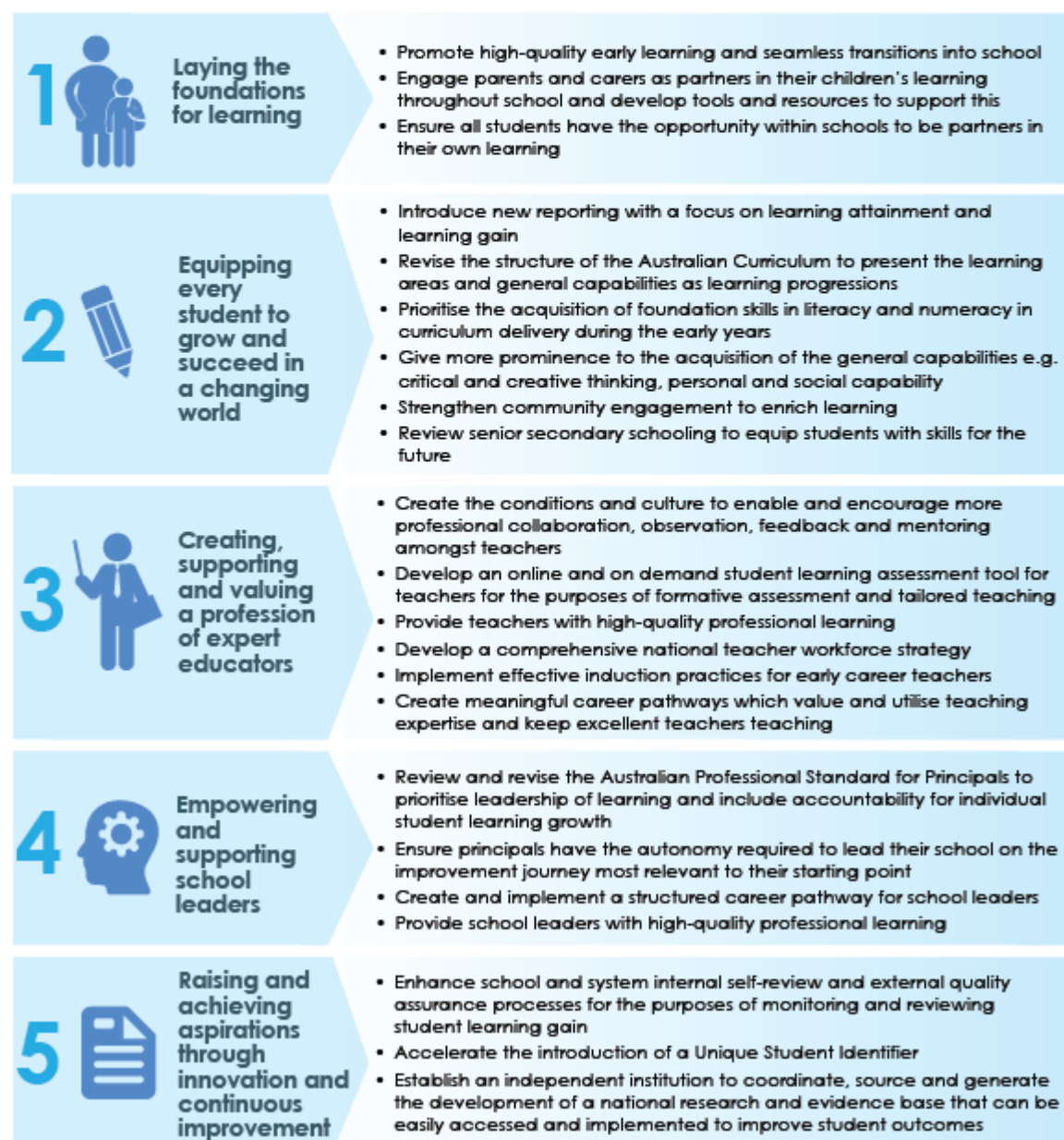
The full report can be found at: <https://www.education.gov.au/review-achieve-educational-excellence-australian-schools>

## Report on a page

### We have identified three priorities ...



### ... and made recommendations across five areas to address them



# Recommendations

<i>Report recommendation</i>	<i>What it means</i>
1. Embed a focus on individual student achievement through continuous learning progress in the policies and practices of all schools and systems, with the expectation that each student should achieve at least one year's growth throughout each year of schooling	<p>Every student should get a year's worth of learning for every year at school.</p> <p>The more a student learns each year, the more that student will achieve while at school.</p> <p>Schools and Education authorities should make this their central focus.</p>

## *Laying the foundations for learning*

The report acknowledges the importance of early childhood education and recognises that parents have an essential role to give every child the best start in their education.

2. Develop and disseminate evidence-based tools and resources to assist early childhood education providers, primary, and secondary schools to implement best practice approaches to supporting parents and carers to engage in their children's learning throughout their education	Early childhood education services and schools need assistance (information and tools) to help parents support their child to learn.
3. Enhance the opportunities available to students within schools to be partners in their own learning	Schools should encourage students to have a voice, to give feedback and to be involved in making decisions about their education.

## *Equipping every student to grow and succeed in a changing world*

The report recommends updating the Australian Curriculum to provide a roadmap of long-term learning progress, based on individual student growth, rather than fixed year levels. Measurement should start early, with literacy and numeracy a priority.

4. Introduce new reporting arrangements with a focus on both learning attainment and learning gain, to provide meaningful information to students and their parents and carers about individual achievement and learning growth	<p>Student success should be measured in terms of the level of achievement <u>and</u> the extent of progress made.</p> <p>Schools with high achievers who do not make good progress are not as successful as they could be.</p> <p>For example, an 'A-grade' student that stays at an 'A-grade', may not have made as much progress as a 'D-grade' student that improves to a 'C-grade'.</p>
5. Revise the structure of the Australian Curriculum progressively over the next five years to present the learning areas and general capabilities as learning progressions	The curriculum should provide a roadmap that sets out the progressive steps in learning for each subject and for skills and capabilities such as critical and creative thinking.
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 age eight	<p>The progressive steps in learning (or 'learning progressions') for literacy and numeracy should be provided to teachers as a priority.</p> <p>Teachers should prioritise teaching of basic literacy and numeracy in the early years.</p>

<i>Report recommendation</i>	<i>What it means</i>
7. Prioritise the acquisition of general capabilities by using learning progressions to support clear and structured approaches to their teaching, assessment, reporting and integration with learning areas	Teachers need to teach general capabilities, like critical and creative thinking and social capability to ensure students have the skills for a rapidly changing world.
8. Strengthen school–community engagement to enrich student learning through the establishment of mechanisms to facilitate quality partnerships between schools, employers, members of the community, community organisations and tertiary institutions	<p>Schools should partner with local industry and community organisations to enhance their students' learning at school.</p> <p>These partnerships are more likely to develop where there is support to help schools make these connections.</p>
9. Establish a comprehensive, national and independent inquiry to investigate and review the objectives, curriculum, assessment provisions and delivery structures for senior secondary schooling, to report within twelve months	Review the curriculum for years 11 and 12 to ensure students have the skills needed in the future.

#### *Creating, supporting and valuing a profession of expert educators*

The report encourages an increase in collaboration, observation, feedback and mentoring between teachers. It recommends developing an online tool to help teachers assess where each student is on the learning progressions and how to help each student progress.

10. Accelerate the development of contemporary pedagogy through the use of collaboration, mentoring, observation, and feedback, including from colleagues and students, by incorporating these practices into the core role of teachers and creating the conditions to enable teachers to engage in them	Teachers should work with each other and share feedback as a core part of their job. Schools should support teachers to do this.
11. Develop a new online and on demand student learning assessment tool based on the Australian Curriculum learning progressions	Develop an online tool for teachers to regularly and consistently assess where each student is at and how they are progressing, and give teachers suggestions about individualised support they can give each student.
12. Create the conditions necessary to enable teachers to effectively engage and benefit from professional learning in the use of the Australian Curriculum learning progressions, the new online formative assessment tool and tailored teaching practices to maximise student learning growth.	Support teachers to focus on student growth by providing professional learning resources and tools for teachers.

<i>Report recommendation</i>	<i>What it means</i>
13. Create a continuously improving profession through the provision of high-quality professional learning for teachers appropriate to their career stage, development needs and the changes rapidly occurring in society	Schools and education authorities should provide high-quality and appropriate professional learning for their teachers.
14. Develop a comprehensive national teacher workforce strategy to better match supply with workforce demands including skill and capability requirements	A national workforce strategy will help ensure the right skills and capabilities of the teaching workforce today and in the future.
15. Create the conditions to enable teachers to engage in effective induction practices aligned with the nationally endorsed <i>Graduate to Proficient: Australian guidelines for teacher induction</i> and monitor and evaluate the effectiveness of the practices implemented by schools	Focus on teachers in the beginning of their careers by providing structured support and development.
16. Create and provide opportunities for implementation of structured career pathways for teachers with clearly defined roles and development streams that allow for accelerated progression and provide the opportunity for remuneration, recognition and allocation of responsibilities based on expertise.	Provide career pathways and reward high performers, while catering for different interests and skills.

#### ***Empowering and supporting school leaders***

The report recommends giving school principals the autonomy to lead learning in their school communities. It encourages high quality professional learning and structured career pathways.

17. Review and revise the Australian Professional Standard for Principals to prioritise leadership of learning and make maximising the learning growth of every student every year their key focus	<p>Ensure clear expectations of principals through the national standard.</p> <p>School leadership is critical to student outcomes and leaders must focus on learning growth.</p>
18. Ensure principals have the professional autonomy and accountability required to lead their school on the improvement journey most relevant to their starting point	Support and develop principals to make decisions that benefit their particular school community.

<i>Report recommendation</i>	<i>What it means</i>
19. Create and provide opportunities to implement a structured career pathway for school leaders which articulates clearly defined roles and development streams for middle leaders through to experienced principals and provides the opportunity for remuneration, recognition and allocation of responsibilities appropriate to the role	Establish a mechanism to identify aspiring leaders early and prepare them for leadership roles, in order to attract more talent.
20. Provide school leaders with access to a variety of professional learning opportunities appropriate to their career stage and development needs and recognise and harness the skills and experience of high-performing principals by enabling them to share their expertise across schools and throughout the system	Provide school leaders with continued opportunity to develop through collaboration and mentoring beyond their own schools.

#### *Raising and achieving ambitions through innovation and continuous improvement*

Continual improvement is only possible through continued evaluation. The report recommends establishing a national research and evidence institute to coordinate, source and generate research on what works to improve student outcomes. To support this research the report promotes introducing a system to track student growth.

21. Enhance school and system internal self-review and external quality assurance processes, for the purposes of monitoring and reviewing student learning gain	Monitoring performance of schools and systems should include a focus on student growth.
22. Accelerate the introduction of a national Unique Student Identifier for all students to be used throughout their schooling	A student number will allow measurement of growth for an individual student through school and will enable schools to evaluate what gets the best results for students.
23. Establish an independent institution to coordinate the strategic development of a national research and evidence base through the sourcing and generating of research, and the synthesising and promotion of educational evidence that can be easily accessed and implemented to improve student outcomes	Establish a research and evidence institute to drive better practice and innovation for continued improvement.