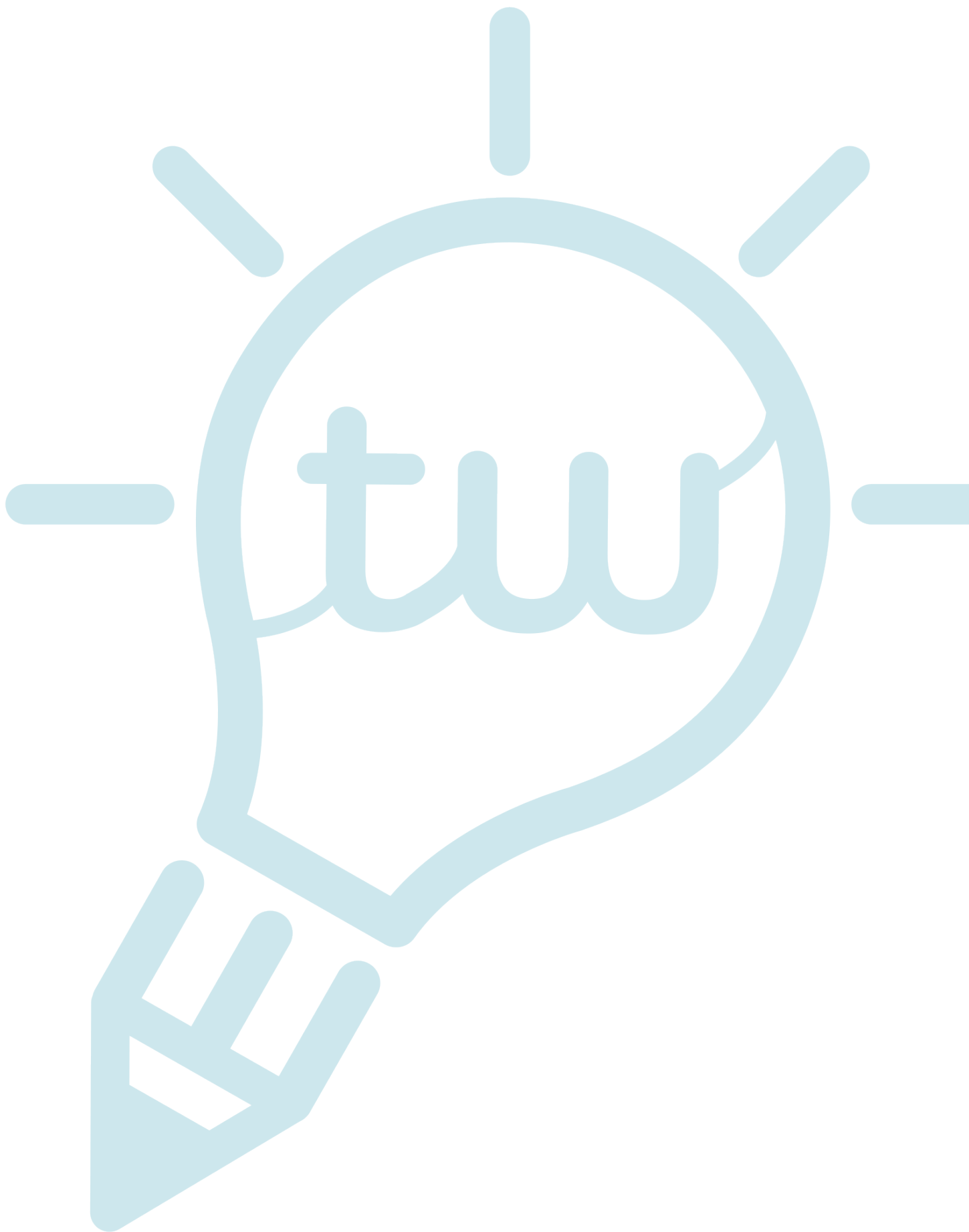




Impact Report

2024



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Recognised by
 Edith Cowan University

Our Vision

Our vision is an Australia where every child can reach their full potential led by excellent teaching – in every classroom, every year of their schooling.

Teach Well was founded in 2019 to bridge the gap between research and practice, empowering educators to deliver transformative outcomes for students. Grounded in evidence that great teaching can unlock a student's full potential, we aim to contribute to a world-leading, high-equity, high-excellence education system. A system that keeps the promise we make to our young Australians: that showing up, participating, and working hard in school will help them fulfill their aspirations.

What began as a pilot program for just over 100 educators in Western Australia has grown into a nation-wide movement. Today, Teach Well works with thousands of educators – teachers, school leaders, and system leaders – across all year levels, subjects, and school sectors (Government, Catholic, and Independent). Our programs are designed to embed evidence-informed instructional practices at every level of the education system, from individual classrooms to entire networks and regions.

In the past year alone, our highlights include:

-  Supporting **4,400+** teachers and leaders from **650+** schools across Australia to refine their teaching practices to achieve more progress for students.
-  Collaborating with **2,500+** system leaders, school leaders and teachers in the Melbourne Archdiocese of Catholic Schools through our Masterclass Series in High-Impact Instruction and Teaching for Impact in Mathematics Series, to support the system's Flourishing Learners strategy.
-  Investing in the scaling and embedding of High-Impact Teaching Practices in Catholic Education, Archdiocese of Canberra and Goulburn as part of the Catalyst Project.
-  Enhancing early years literacy outcomes for **140** regional and remote WA teachers in **30** schools as part of the Scaling Up Success project in collaboration with the WA Department of Education.
-  Supporting **500+** teachers and leaders in WA across **130+** schools through the Masterclass Series and the Instructional Lead Fellowship.
-  Launching a new partnership with Catholic Education, South Australia to strengthen Mathematics instruction through the Teaching for Impact in Mathematics Series.



Government of **Western Australia**
Department of Education



Melbourne Archdiocese
Catholic Schools




CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Catalyst

catholic
education
south australia

Looking Ahead: Our Impact in 2025

Teach Well remains committed to scaling our impact and ensuring every educator has access to the tools and support they need to unlock the full potential of their students. Our plans include:

 Expanding our footprint to include educators in the Northern Territory, alongside our work in Victoria, New South Wales, the Australian Capital Territory, South Australia and Western Australia.



Offering online access to our Masterclass Series and Instructional Lead Fellowship programs to educators in every school across the country, as well as in metro and regional hubs.



Supporting early childhood through to Year 12 educators, across all learning areas and subjects, with tailored solutions for schools in diverse contexts.



Prioritising areas of greatest need including regional and remote schools, including those in some of the most isolated parts of Australia, with localised delivery options.



Continuing to partner with schools of excellence to drive innovation and performance at the highest levels.



Strengthening collaborations with system leaders to champion equity and excellence in Australian education.



Sharing our learnings and supporting the creation of case studies through our advisory roles and partnerships with leading education organisations such as the Grattan Institute and Ochre Education and in discussions with the Australian Education Research Organisation.

“

Teach Well's Masterclass Series aligns with the Department's school improvement priorities and supports the development of whole-school pedagogical practices through evidence-based, contemporary whole-school approaches. The practical experience it provides participants with strengthens daily classroom practice and impacts on student achievement.”

- Lisa Rodgers, Director General, 2024, Western Australian Department of Education



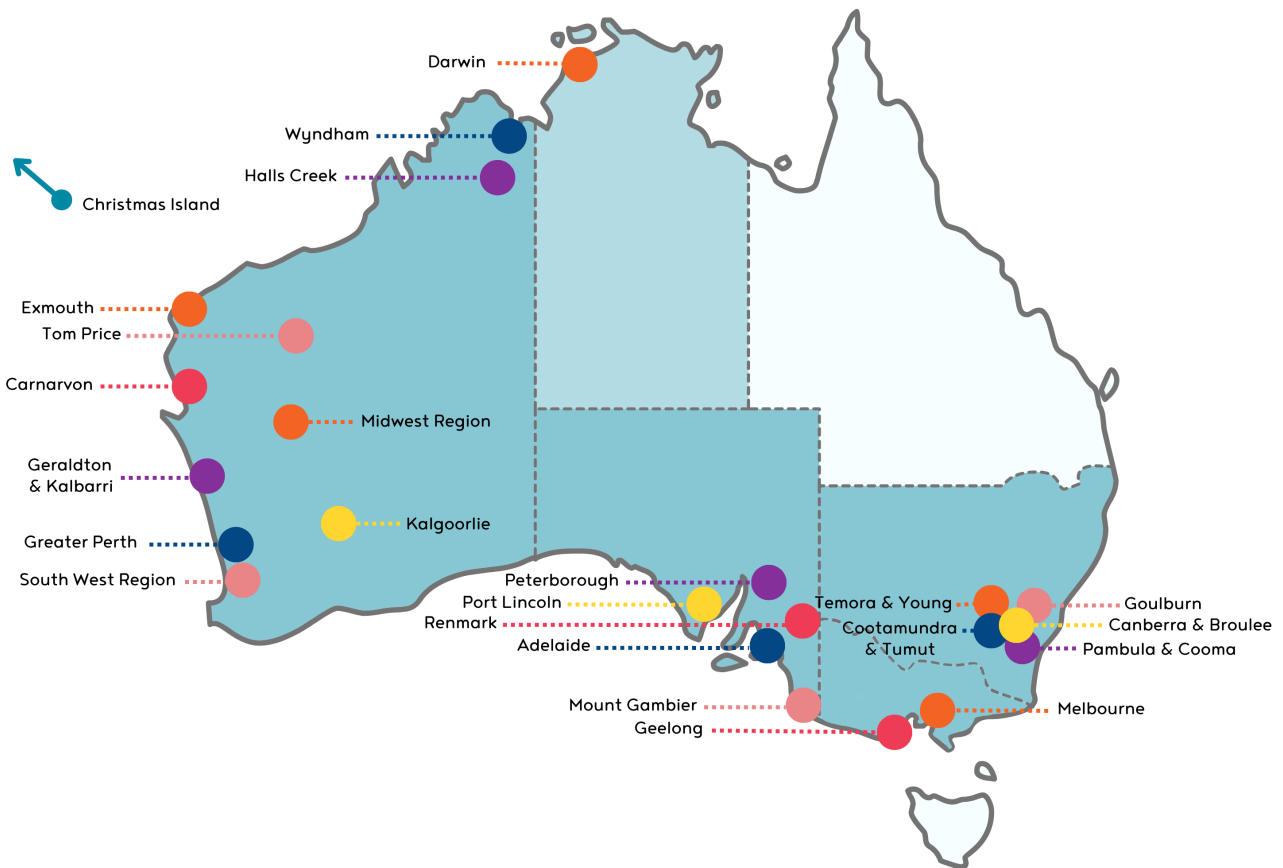
Our National Footprint

Teach Well is committed to providing professional learning opportunities for all Australian teachers and school leaders, including a range of options for regional and remote schools.

In 2024, our programs were delivered from the following hubs, making Teach Well a truly nationally-oriented organisation, with our reach and scope extending across the country in both metropolitan and regional areas.

- » Western Australian hubs in Perth, Geraldton, the Midwest and the Goldfields;
- » a New South Wales and Australian Capital Territory hub in Canberra;
- » a Victorian hub in Melbourne; and
- » a South Australian hub in Adelaide.

Schools also accessed the program through a blended online and in-person option.



2024

132,000
Students

4,400+
Participants

650+
Schools

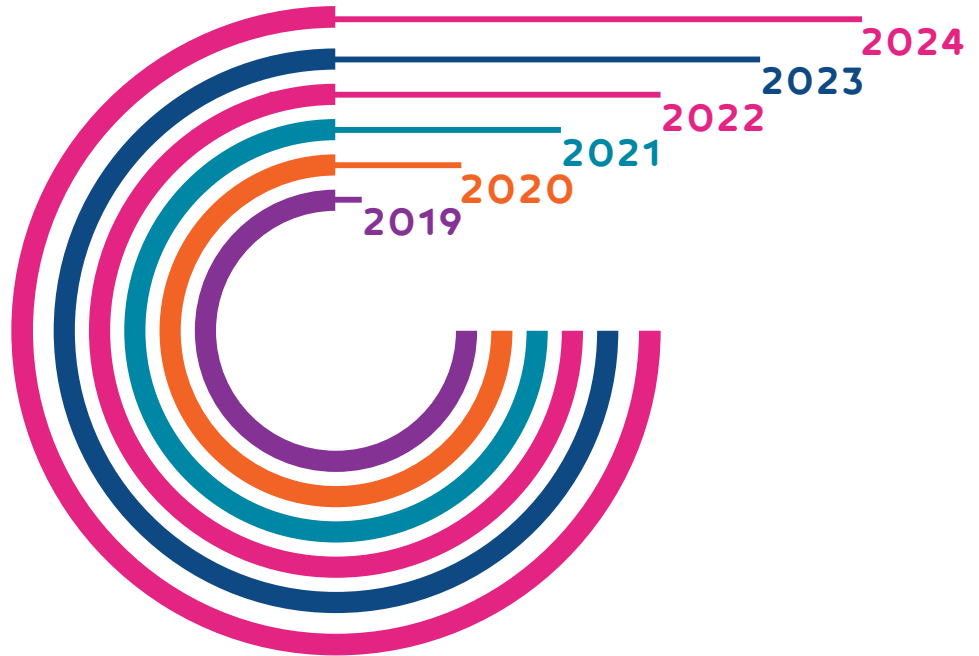
Our Program Impact over 6 Years

Since 2019

250,000+
Students

7,500+
Participants

650+
Schools



99%

of teachers reported
changing their teaching
practice.



97%

of participants would recommend the
Masterclass to teachers who want to
improve student outcomes.



81%

of teachers reported
improved academic
progress.



Impact Highlights 2024

Masterclass Series in High-Impact Instruction

1 TEACHERS CHANGED THEIR DAILY TEACHING PRACTICES

97% of teachers reported they changed their practice during the Masterclass.

77% of students reported their teachers changed their teaching practice.

100% of leaders reported noticeable changes in the practice of teachers undertaking the Masterclass.

2 STUDENT PARTICIPATION IMPROVED

92% of teachers noted improvements in student participation in their class(es).

72% of students noted peer participation had improved in their class(es).

3 STUDENT ENGAGEMENT IMPROVED

92% of teachers noted improvements in student engagement in their class(es).

4 STUDENT BEHAVIOUR IMPROVED

75% of teachers noted improvements in student behaviour in their class(es).

61% of students noted peer behaviour had improved in their class(es).

77% of teachers reported that students in their class are busy learning and they don't waste/lose time. Up from **61%** pre-course (+**16%**).

62% of teachers reported that they don't lose a lot of time because of students in their class interrupting the lesson. Up from **39%** pre-course (+**23%**).

5 TEACHERS ARE MORE CONFIDENT TO EXPECT MORE FROM THEIR STUDENTS

87% of teachers reported that they accept nothing less than full attention and effort from all students. Up from **71%** pre-course (+**16%**).



6

TEACHERS ARE MORE CONFIDENT THEIR STUDENTS WILL ACHIEVE SUCCESS WITH GRADE-LEVEL CONTENT

85% of teachers felt more confident students will achieve grade-level content as a result of them undertaking the Masterclass.

7

STUDENTS LEARNT MORE ON AVERAGE

In primary and secondary schools, and across all learning areas.

81% of teachers reported improved student academic progress over the course of the Masterclass:

- » **36%** of participants reported improved student progress, against a comparison, and;
- » **45%** of participants reported students made academic progress which the teacher reflected was more than they expected.

8

STUDENTS POSITIVELY CHANGED THEIR VIEWS ON THEIR ABILITY TO LEARN

91% of students wanted, or were neutral to, their teacher continuing with the changes they made this year to their practice.

Few interventions have been shown to build stronger student mindsets.

After their teacher completed the Masterclass:

11% reduction in the number of students who agreed with the statement:

“People have a certain amount of intelligence and you can’t do much to change it.”

15% reduction in the number of students who agreed with the statement:

“There is a limit to how much I can learn.”

“

This has been a valuable experience for me that has definitely had a positive impact on my teaching. Before the course, I feel that I was getting stale in my teaching. This program has really made me reflect on my practice and reinvigorated me. I feel I am having a much more positive impact on my students’ learning, they are engaging in class more, and this has been reflected in their results”

- Stephanie Hibbitt, Teacher,
Dowerin District High School



The Challenge

Across Reading, Science and Maths, Australian students are falling behind. In Mathematics and Science, Australian students in Year 4 and Year 8 now perform worse than students in many countries, including Japan, Singapore and Korea. Only 70% of Australian Year 4 students achieved the National Proficient Standard in Mathematics – compared to 96% of Year 4 students in Singapore and 84% in Ireland (ACER, 2020). In Reading, Australian students score lower in Year 4 than 13 other countries, including Singapore, Hong Kong, Ireland, Northern Ireland and England (who all tested in English), Finland and Poland (ACER, 2017).

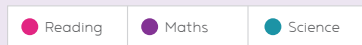
The PISA 2022 results demonstrate declining results for Australian students too, with student performance falling significantly in Reading and Mathematics (ACER, 2023).

Research consistently demonstrates that the quality of teaching has the greatest influence of all in-school factors for student engagement and achievement. In classes with high performing teachers, students can learn four times as much in a year as children with low performing teachers (Hanushek, 2014).

At Teach Well, we believe in an Australia where every child reaches their full potential through excellent teaching in every classroom, every year of their schooling.

Australian Achievement Trends

Mean scores in major and subsequent assessment domains (ACER, 2023).



Australian Council for Educational Research (ACER), (2023), PISA Key Findings. <https://www.acer.org/ae/pisa/key-findings>

Programme for International Student Assessment 2022 Report



Our Approach

Teach Well harnesses the collective efficacy of educators. Working from a robust evidence base and providing concrete techniques for teachers, Teach Well's course offerings support educators, from teachers to system leaders, to build more high-impact instruction into classrooms through:

- » A learning environment where every participant commits to implementing and practising the instructional strategies during the course;
- » Spaced days of professional learning that deepen understanding of the research, demonstrate instructional strategies in action, provide high-quality examples, and evaluates impact on student academic progress;
- » Opportunities for self-reflection and video coaching that enable participants to feel confident with classroom practices;

- » Access to a video bank (200+ videos) and lesson library (180+ curriculum resources) that show these practices in action across hundreds of teachers and classrooms;
- » Tools for tracking the impact of strategies, including student progress and achievement data and tools for capturing student feedback;
- » Programs to support whole-school implementation and approaches, including the Instructional Lead Fellowship and Leading Teaching for Impact in Mathematics Series programs –to build their instructional coaching capacity and scale high-impact instruction in their schools;
- » Refresher workshops for alumni on key topics;
- » School-based workshops to align practice and establish a common language for whole-school practices.

Empowering and Sustaining Excellence

Teach Well partners to catalyse change and drive excellence across different levels in the education systems we work with. The following case studies capture examples of our impact in transforming each level of the education sector.



AT THE SYSTEM LEVEL

Supporting the multi-year transformational Catalyst Program in Catholic Education, Archdiocese of Canberra and Goulburn

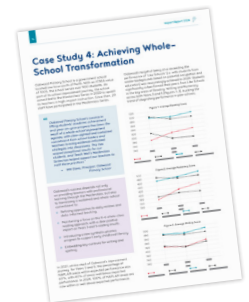
AT THE REGIONAL LEVEL

Teach Well's partnership with 46 schools in WA's Midwest region



AT THE NETWORK LEVEL

Teach Well's partnership with 15 schools in Perth's south metropolitan Karnup network



AT THE SCHOOL LEVEL

Oakwood Primary School's journey with Teach Well



The Masterclass Series has been one of the most, if not the most, powerful professional learning experiences that I have engaged in. The manner in which research and teacher practice have been shared in practical ways has enabled me to 'pick up' and adapt the resources to share with our eager team."

- Vanessa Machado, Emmaus Catholic Primary School (MACS)



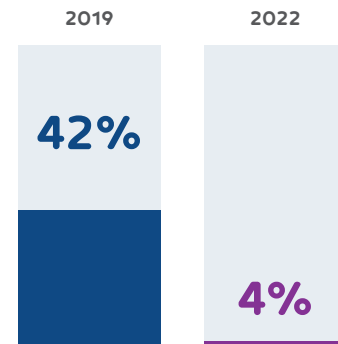
Case Study 1: Teach Well's 5-year partnership with Catalyst gains national attention

Five years ago, the Director of Catholic Education for the Archdiocese of Canberra and Goulburn, Ross Fox, decided to retrain his teaching workforce of 1500 staff in the Science of Learning. This educational reform emphasised the importance of all teachers being able to confidently deliver evidence-based high-impact teaching practices, with a shared focus on how students learn and understand new ideas.

As part of the Catalyst project, Teach Well's flagship Masterclass Series has been delivered under the name High Impact Teaching Practices (HITP) in Action - Secondary & Central Series. The professional learning course, anchored to [Rosenshine's Principles of Instruction](#) has been delivered to over 500 teachers and leaders across 4 years, reaching more than 10,000 students. There has also been a significant investment in school leadership, with the Instructional Lead Fellowship delivered under the HITP in Action Lead Group Series banner, to support more than 100 school leaders to scale and embed high-impact teaching practices across 13 core schools.

The Catalyst project has certainly paid off, with an independent review that uses NAPLAN data finding that the quantity of students performing below expected standards in reading dramatically reduced between 2019 and 2022, from 42 percent to only 4 percent. The partnership will continue to grow in 2025 with a new Curriculum Development Project.

Reduction of quantity of students performing below expected standards in reading



In 2024, ACARA highlighted 20 ACT schools it believes are performing above expectations. Thirteen of those are Catholic schools, a result the Archdiocese's Director of Catholic Education said showed "great progress". The Catalyst secondary schools also lead the way with two of the 5 ACT Catholic schools receiving special mentions from ACARA as achieving well above expected performance - St Mary Mackillop College and St Clare's College.

“

We've been on a six- or seven-year journey reflecting deeply on what's the best approach to teaching children...so teaching is very different. It's not back to basics, it's not old school, it's contemporary, it's fast paced, it's responsive to students, it's absolutely drawing on the best understanding of how students learn.”

- Ross Fox, Director, Catholic Education for the Archdiocese of Canberra and Goulburn

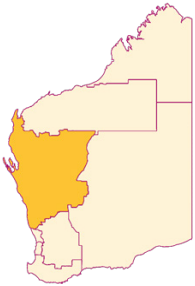
“

Teach Well's team has contributed towards a tremendous multi-year strategic transformational program, Catalyst, within CECG which ultimately improves teacher practice and application of knowledge around High Impact Teaching Practices in the classroom to improve student outcomes and achieving our strategic goals”.

- Patrick Ellis, Deputy Director, Catholic Education for the Archdiocese of Canberra and Goulburn



Case Study 2: The Midwest Region continues to shine for student improvement in Australia



430+ teachers & leaders from 46 schools have completed Teach Well's programs.

Since 2021, Teach Well has partnered with WA's Midwest Region as part of their Targeted Teaching strategy to improve student academic outcomes. The Midwest education region has 46 public schools, serving over 7,700 students. With some of the state's most disadvantaged children and around 30% Indigenous students, the region had historically seen stagnated student results.

Through the Targeted Teaching strategy, enabled through a relentless focus on high-impact instruction using Teach Well's Masterclass Series and the Instructional Lead Fellowship, schools have achieved outstanding year-on-year growth in student results.

The Teach Well experience has been highly effective in uniting networks of schools across the Midwest by providing a common language for high-impact instruction. School leaders across the region have worked to build educators' skills to drive sustainable change at all levels in the Midwest through a focus on:

» **Consistency Across Schools:** In line with the Department of Education's Quality Teaching Strategy, Teach Well has been instrumental in helping the region develop a shared pedagogy of quality teaching across Midwest schools. By applying the findings of key research and translating these into classroom practice, schools across the Midwest now have a common

understanding, enabling teachers to share experiences, strategies and resources.

- » **Evidence-Informed Practice:** Teach Well's commitment to evidence-informed practice resonates with the Midwest schools' aim to raise instructional standards and accelerate learning for all students by bringing educators together to focus on high-impact teaching strategies.
- » **Collaborative Professional Development:** Schools collaborate in training their staff in a cost-effective way. Together, the Midwest has created a thriving regional community where teachers and leaders are driving student improvement through an investment in providing nationally-recognised support for their educators.
- » **Shared Accountability and Targets:** Midwest schools have been able to unite under a Regional Strategy where schools set improvement goals in their own school business plans, with clear comparable outcomes to reach the region's goals overall. This shared accountability promotes collective problem-solving, where schools work together to refine their approaches and set further targets for success at a classroom, school and regional level.
- » **Increased Peer Support and Mentorship:** Teachers across the region share resources and observe each other's classrooms. Alumni of Teach Well's programs often attend refresher workshops with their teams to deepen their knowledge. This empowers them to lead more work back at school. This kind of peer support helps to reinforce best practices across schools. A focus on supporting coaches through professional learning and mentoring has enabled schools to develop strong coaching conversations.



In recent years, the Midwest region has experienced significant growth in student NAPLAN performance data and this can be directly attributed to Teach Well training and high impact instruction across the region. Teach Well aligns to the Department of Education's quality teaching strategy and our Midwest Regional Plan to support the development of whole school pedagogical practices."

– Helen Barnes, Network Principal, Wandina Primary School

The results of this partnership are inspiring. The Midwest schools have shown strong improvement from 2021 to 2024, with 89% of all NAPLAN areas now within expected performance, or well above expected performance (Figure 1). There were also significant increases in the average performance across all learning areas across Years 3, 5 and 9 (Figures 2-4).

The secondary and district high schools are also achieving impressive growth for their students, with the key NAPLAN areas of numeracy, reading and writing all more than half a standard deviation above expected by the time their students reach Year 9. This marks a trend of continued improvement, with the Region going from strength to strength and an excellent foundation to continue to build upon in 2025.

Figure 1: Midwest Region NAPLAN Performance – All Schools
2023-2024, % of all NAPLAN areas vs expected performance

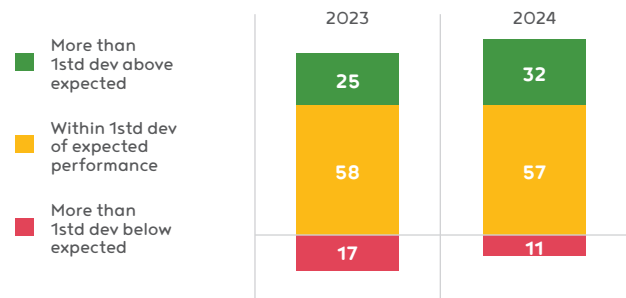


Figure 2: Year 3 Midwest NAPLAN Areas Performance
Avg std dev above/below expected performance by year

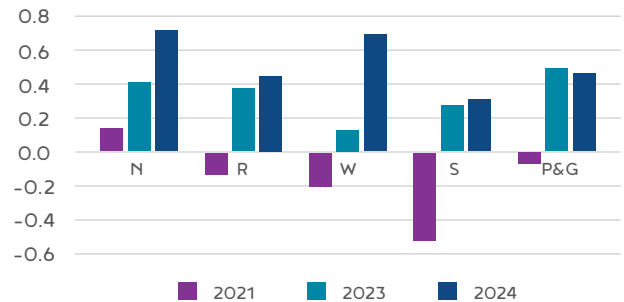


Figure 3: Year 5 Midwest NAPLAN Areas Performance
Avg std dev above/below expected performance by year

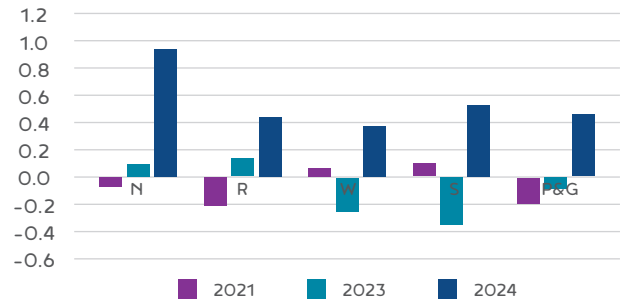
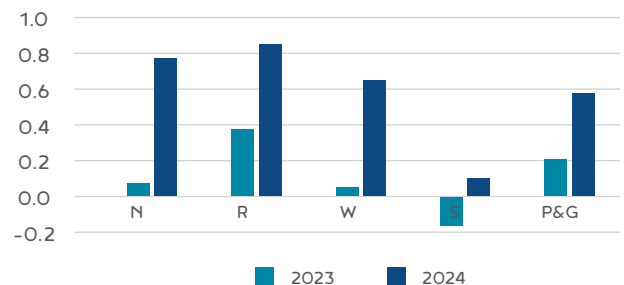


Figure 4: Year 9 Midwest NAPLAN Areas Performance
Avg std dev above/below expected performance by year



Note: 2021 data unavailable for secondary schools.

“

I have had a fantastic time engaging in Teach Well. The motivation and enthusiasm for learning I walk away with after each session is really uplifting. The points of reflection I've been afforded and encouragement to focus on the hard work and positives has been awesome. Thank you.”

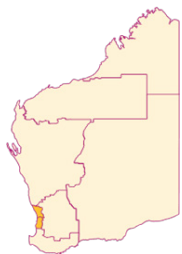
- Georgia MacDonald, Teacher, Beachlands Primary School

“

Thank you for empowering us. Teaching is such a challenging profession. Teach Well has helped define best practice. The research has allowed me to strengthen my understanding of student learning and the impact I can have.”

- Yvonne Causer, Teacher, Wandina Primary School

Case Study 3: Accelerating Results at a Network Level



The Karnup Network of 12 primary schools and 3 secondary schools serves more than 10,000 students, approximately one hour south of Perth.

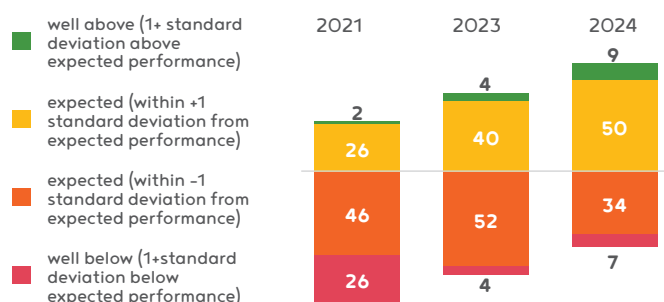
In a rapidly developing and growing area, most schools are less than 10 years old and have seen large year-on-year growth in student numbers.

After 3 years of sustained effort and commitment, spanning 6 dedicated cohorts of the Masterclass Series for both K-2 and Year 3-10 teachers and leaders, the schools are seeing visible improvements in student learning, as reflected in NAPLAN. The network has also built their leadership capability through Teach Well’s Instructional Lead Fellowship program and Instructional Coaching Impact Cycle partner program. Through a combined focus on empowering teachers and leaders at all levels, Karnup has achieved some of the most impressive progress for any network in WA.

In 2021, at the start of the network’s improvement agenda, 26% of NAPLAN areas for primary schools were well below expected performance. In 2024, only 7% are well below, with 93% of NAPLAN areas now within expected performance – a four-fold increase in the percentage of NAPLAN areas well above expected performance between 2021 and 2024 (Figure 1).

For all network schools, 94% of NAPLAN areas are now within expected performance, or well above expected performance, an increase of 27 percentage points from 2023 (Figure 2). Year 3 and Year 5 students have shown impressive improvement across all NAPLAN areas between 2021 and 2024 (Figures 3-4).

Figure 1: Karnup Network NAPLAN Performance – Primary Schools
2021 vs 2023 vs 2024, % of all NAPLAN areas vs expected performance

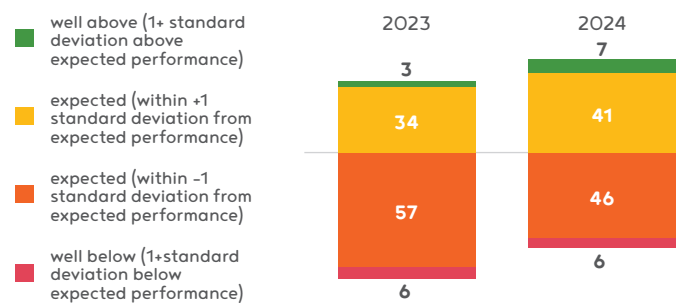


“

Many thanks for your ongoing work for our teachers and schools – in 20 years in education, this is the most impactful professional learning I have come across”

– Samantha Benn, Principal, Madora Bay Primary School

Figure 2: Karnup Network NAPLAN Performance – All Schools
2023 vs 2024, % of all NAPLAN areas vs expected performance



Note: Secondary school data unavailable for 2021.

Figure 3: Year 3 Karnup NAPLAN Areas Performance
Avg std dev above/below expected performance by year

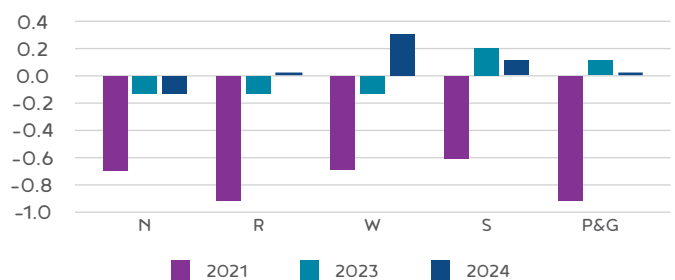
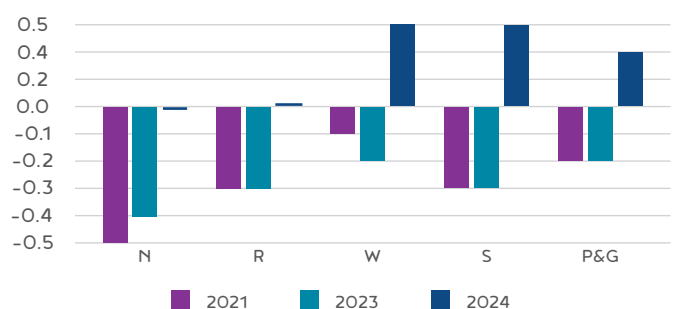


Figure 4: Year 5 Karnup NAPLAN Areas Performance
Avg std dev above/below expected performance by year



Case Study 4: Achieving Whole-School Transformation

Oakwood Primary School is a government school located one hour south of Perth. With an ICSEA value of 1005, the school serves over 900 students. As part of its school improvement journey, the school committed to the Masterclass Series in 2022 to upskill its teachers in high-impact instruction. Since then, 29 staff have participated in the Masterclass Series.

“Oakwood Primary School’s success in lifting students’ academic achievement and year-on-year progress has been the result of a whole-school improvement agenda, with clear-sighted and sustained commitment from school leaders and teachers to bring evidence-informed strategies into classrooms. This has reaped exceptional results for our students, and Teach Well’s Masterclass Series has helped support our teachers to instil these practices.”

- Will Davis, Principal, Oakwood Primary School

- Oakwood’s success depends not only on providing teachers with professional learning through the Masterclass, but also to harnessing a sustained and whole-school commitment to:
- » Refining approaches to daily reviews and data-informed teaching.
 - » Maintaining a focus on the K-6 whole-class reading approach, with a clear positive impact on Years 3 and 5 reading results.
 - » Introducing a new synthetic phonics program to support early childhood literacy.
 - » Embedding key curricula for writing and spelling.

In 2021, at the start of Oakwood’s improvement journey, for Years 3 and 5, the percentage of NAPLAN areas within expected performance was 60%, with 40% of areas well below expected performance. In 2024, 100% of NAPLAN areas are now within or well above expected performance.

Oakwood’s target of being at or exceeding the performance of ‘Like Schools’ (i.e. with students from similar backgrounds based on parental occupation and education) was resoundingly achieved in 2024. Students significantly outperformed their peers from Like Schools in the key areas of Reading, Writing and Numeracy across both Years 3 and 5 (Figures 1-3), bucking the trend of stagnating performance in peer schools.

Figure 1: Average Reading Score

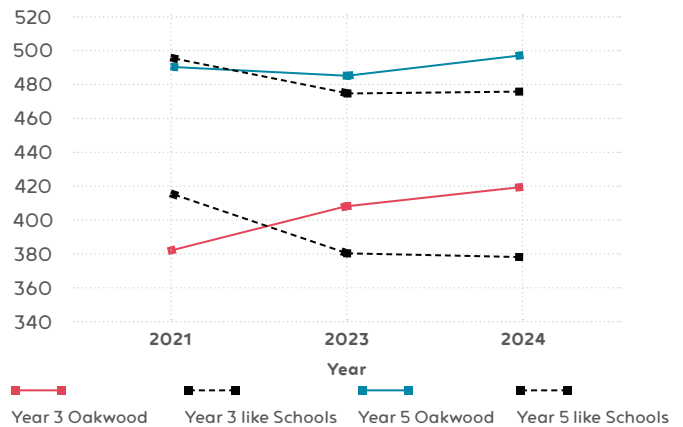


Figure 2: Average Numeracy Score

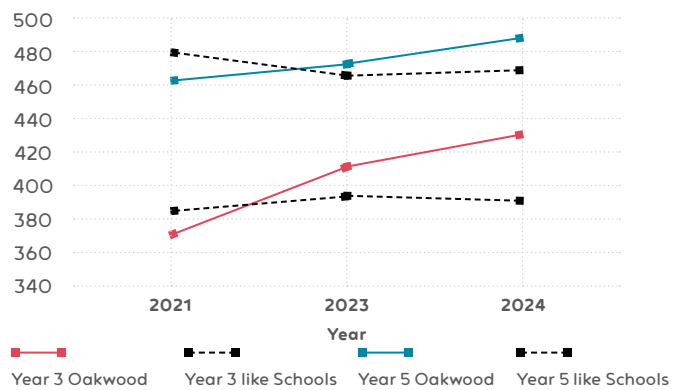
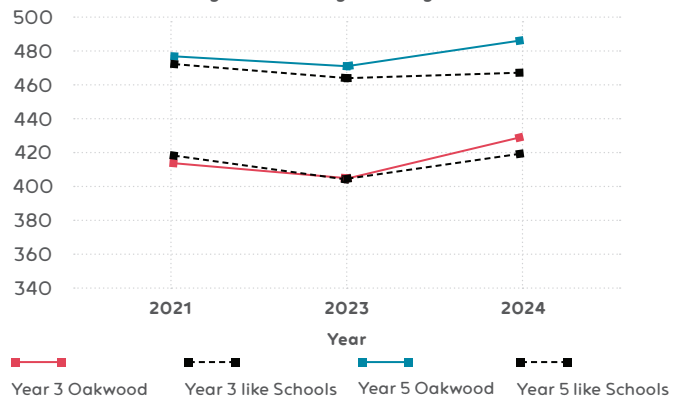


Figure 3: Average Writing Score





Teachers highly value the Masterclass Series

Feedback from teachers and school leaders indicates the Masterclass Series is a relevant and practical learning experience. Teachers noted the opportunity to both engage with research and to implement new practices over time and with feedback, enabling them to improve their daily teaching practice.

“

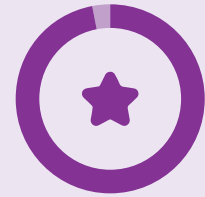
I can't thank the Teach Well team enough for this incredible Masterclass Series. I have been able to refine so many elements of what I do with my students, and most importantly, understand the 'why' that sits behind it. I can't wait to go into 2025 armed with what I now know. My 2024 students have also benefited in so many ways. This course should be required for all university students studying teaching.”

*- Rosemary Leed-Andrews, Teacher,
School of Isolated & Distance Education*

“

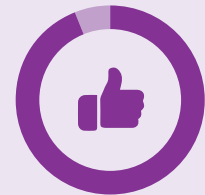
I cannot review the Teach Well Masterclass Series more highly... It has had a considerable positive impact on the skills of the participants.”

- Melanie Stafford, Deputy Principal, Singleton Primary School



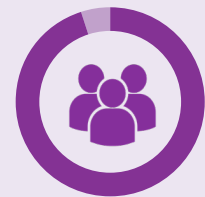
97%

of participants would recommend the Masterclass



96%

of participants like using high-impact instructional strategies



95%

of participants would recommend high-impact instructional strategies to other teachers

Teachers adopt and use a wider range of High-Impact Instructional Strategies

Teachers are more confident in using high-impact instructional strategies.

96% of teachers, on average, are more confident using the full range of high-impact instructional strategies than before the Masterclass Series.

Teachers are using more formative assessment to make decisions in their lessons.

“Attention to minute-by-minute and day-to-day formative assessment is likely to have the biggest impact on student outcomes.”

– Dr. Dylan William

91% of teachers reported they make decisions about what and how to teach next based on feedback from the whole class not just a few children. Up from 73% pre-course (+18%).

95% of teachers reported they can identify student misconceptions and address those with all students during the lesson. Up from 79% pre-course (+16%).

99% of teachers reported every student has a chance to show them that they understand what they are learning in class. Up from 92% pre-course (+7%).

Teachers' clarity of explanation, examples and guided practice improved.

96% of teachers reported they solve lots of problems together with the class before they give students tricky problems to solve by themselves. Up from 82% pre-course (+14%).

94% of teachers reported they can explain difficult concepts or skills clearly. Up from 74% pre-course (+20%).

94% of teachers reported having several good ways to explain each topic they cover in class. Up from 83% pre-course (+11%).

Teachers feel more confident to reteach when required.

96% of teachers reported reteaching something if their class does not understand it. Up from 91% pre-course (+5%).

Teachers are utilising more spaced retrieval practice.

98% of teachers reported they often review things with their students, so they don't forget them. Up from 86% pre-course (+12%).

97% of teachers reported they give students lots of opportunities to practice things. Up from 84% pre-course (+13%).

98% of teachers ask all students to answer questions, not just the confident ones. Up from 91% pre-course (+7%).

Teachers are providing more targeted vocabulary instruction.

88% of teachers reported they support students to learn and understand new and difficult words. Up from 77% pre-course (+11%).

Teachers intend to continue using high-impact instructional strategies.

100% of teachers intend to use some high-impact instructional strategies after completing the Masterclass Series.

Students notice changes in their teachers' practice

97% of teachers who undertook the Masterclass in 2024, reported they changed their teaching practice. As the ones who experience these changes, students' feedback on their experience in classrooms is invaluable.

“

I like the ways of teaching that all the teachers are learning. I feel as if the whole class is participating with respect. I have learned so much and I feel like I am improving more and more everyday.

- Year 8 Student

“

I enjoy the way this class is run, as it allows me to achieve approaches to learning and strive for my best results in each test.

- Year 12 Student

“

I would like more teachers to be involved in this training course because it makes class a lot more exciting and I can contribute more in class.

- Year 5 Student

Students positively changed their views on their ability to learn. Few interventions have been shown to build stronger student mindsets. After their teacher completed the Masterclass there was a:



11% reduction in the number of students who agreed with the statement,

"People have a certain amount of intelligence and you can't do much to change it."



6% reduction in the number of students who agreed with the statement,

"I can learn new things, but I can't really change my basic intelligence."



15% reduction in the number of students who agreed with the statement,

"There is a limit to how much I can learn."



8% increase in the number of students who agreed with the statement,

"I remember what we learnt in class, many months later."

“

I believe that the new practices my teacher is using makes the lesson so much clearer to students and easier to understand. It is good that we review the topics we have learned everyday as it helps us to remember them and get better at them. More teachers should definitely complete this training course.

- Year 6 Student



Leaders see the difference in student learning and staff practice

School leaders who undertake the Masterclass are uniquely placed to drive instructional change within their schools and to support teachers who are undertaking the Masterclass to get the most from the experience.

Feedback from school leaders suggests that high-impact instruction is making a positive difference at their school, reflecting higher rates of participation and improved engagement among students and greater collaboration and connected practice among teachers.

“

Being able to get quality professional learning, accompanied by implementation and feedback, has had a great impact on the improvement of teaching and learning. It has built confidence in our staff to practise and refine their teaching practice.”

- Aliesha Murray, Associate Principal, Beverley District High School

“

The Masterclass Series is creating a common language and a framework for us to establish our pedagogical identity, while increasing the quality of collaboration across the school.”

- Michelle Nash, Principal, Rosalie Primary School



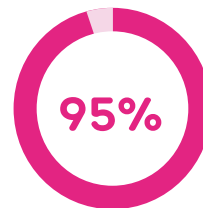
100% of leaders believe teachers implementing the high-impact instructional strategies from the Masterclass are **making a positive difference for students at their school.**



100% of leaders have reported teachers changing their teaching practices as a result of the course.



100% of leaders believe most teachers could learn to use **high-impact instructional strategies** as a result of the Masterclass Series.



95% of leaders have seen **improved student participation** in their teachers' classrooms.



100% of leaders would recommend **high-impact instructional strategies** to other school leaders and teachers.



High-Impact Instruction fits within whole-school approaches

School leadership is second only to classroom teaching in its potential to generate school improvements (Bush & Glover, 2014). The strongest leaders create professional environments where teachers can keep getting better (Kraft & Papay, 2014).

“

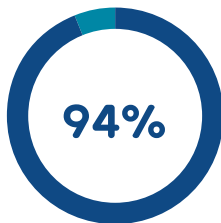
Our teachers now talk about their teaching practice, with a focus on engagement and students actually doing something in class.”

- Belinda Bewick, Principal,
Tapping Primary School

“

We have a core group of enthusiastic teacher ‘experts’ who are having a positive impact in their various learning areas. There is more discussion about teaching strategies and curriculum.”

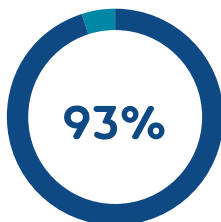
- Julie Clarke, Deputy Principal,
Yanchep Secondary College



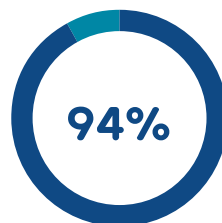
94% of participants agree that high-impact instruction fits in with the whole-school approaches and resources that their school uses. 5% neither agree nor disagree.



100% of leaders who participated in the Masterclass intend to support teachers in their school continue to use high-impact instructional strategies.



93% of participants agree that high-impact instruction is appropriate for low-achieving students in their class. 5% neither agree nor disagree.



94% of participants agree that high-impact instruction is appropriate for high-achieving students in their class. 4% neither agree nor disagree.

“

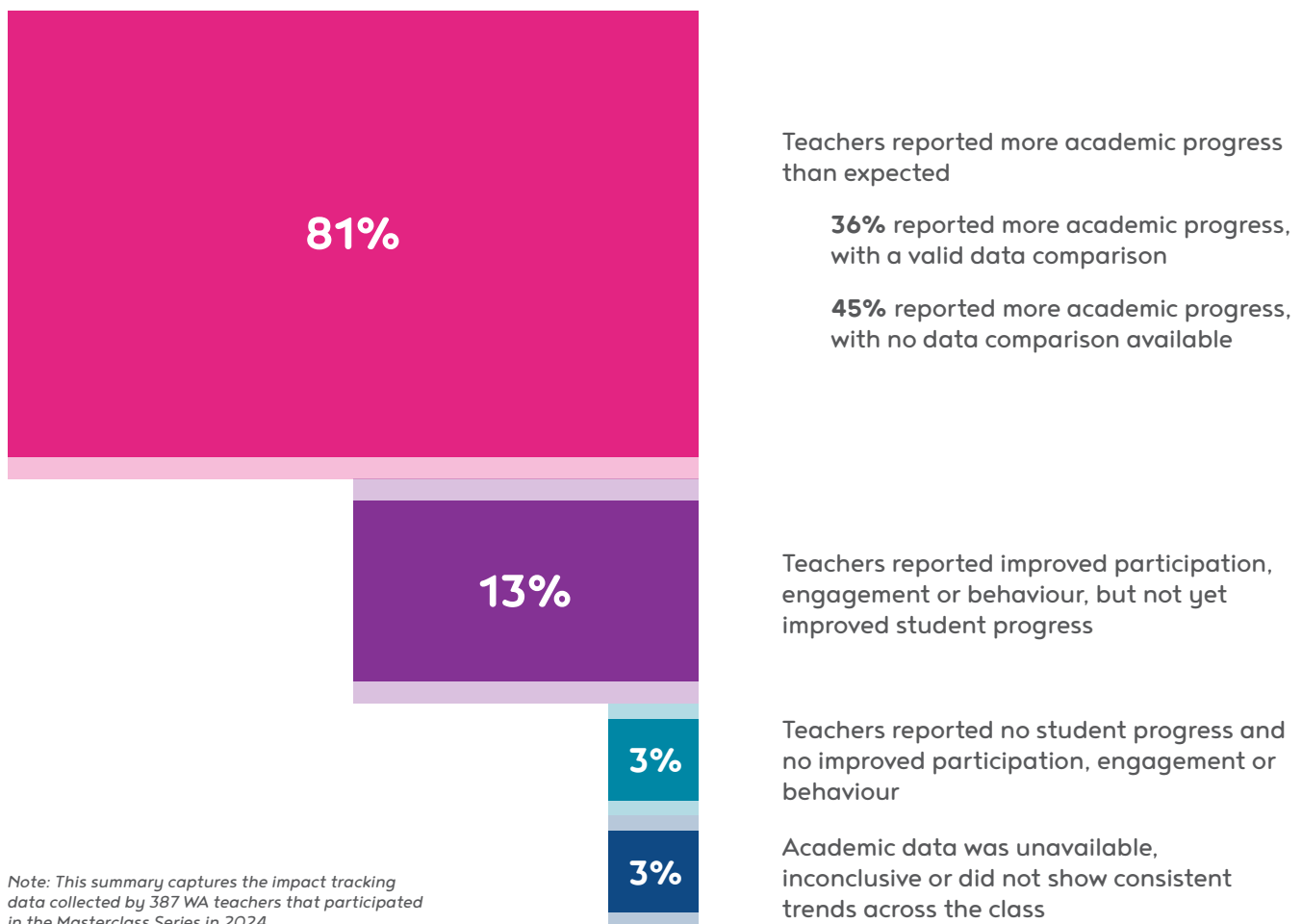
The Masterclass Series in High Impact Instruction has opened my eyes to the potential of truly impactful teaching. It has provided clear structure and practical solutions on the ‘how’ of effective teaching. Imagine if every classroom in every school taught this way.

- Matthew Byng, Deputy Principal,
Bannister Creek Primary School

Academic Outcomes Improve Significantly

As part of the Masterclass Series, each participant creates a baseline of student academic data at the start of the course, and monitors outcomes near the end of the course. Teachers determine an approach to collecting and analysing student progress and achievement data that reflects their classroom and school context.

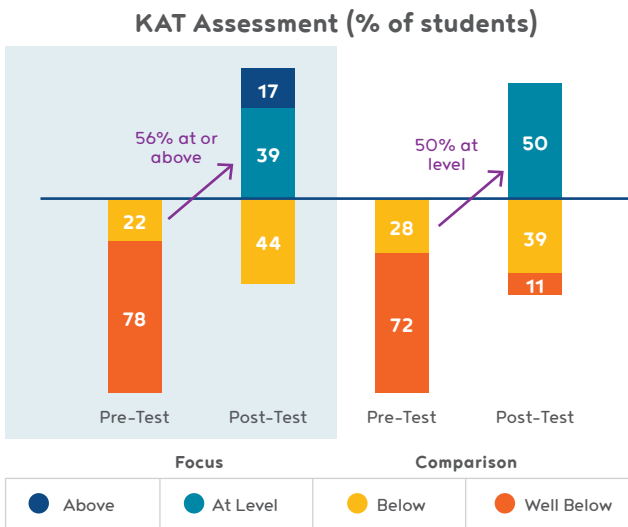
Improvements in Academic Outcomes



Early Childhood Student Outcomes Stories

Kindergarten, Literacy

A Kindergarten class completed two KAT Assessments on Phonological Awareness 6 months apart. Pre-Masterclass, no students were performing at a standard level in either the focus class or the comparison class. While both classes made progress over the 6 months, the focus class achieved 1.3 times the growth of the comparison class.



KAT Assessment Average Scores

	Term 1	Term 3	Growth
Focus Class	10%	43%	33%
Comparison Class	12%	37%	25%

“My children have made wonderful gains due to the Masterclass skill set. Just by walking into my class, it is clear that the children are engaged, as they are now more accountable for their learning and they know the expectations, cues and that they will be asked to participate. I believe the progress made is a reflection on implementing Daily Reviews. I also think being mindful of cognitive load has seen my children progress, by chunking content and following gradual release.”

- Yvonne Causer, Wandina Primary School

Year 2, Literacy

A Year 2 teacher compared student results on two DIBELS Reading Fluency (Words Correct) assessments from Term 1 and Term 4, after starting the Masterclass in Term 2. The teacher set a goal of students achieving between 90 - 100 words correct. Implementation of instructional changes saw student achievement above-100-words-correct increase by 57%. Both low-achieving and high-achieving students benefited, with the average words correct increasing from 67 to 112.

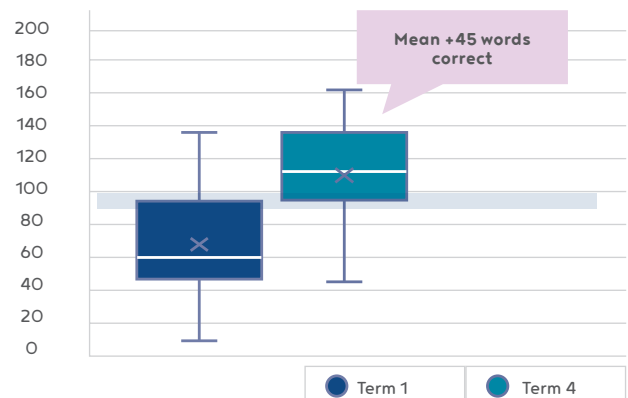
“Since implementing high-impact instructional strategies from the Masterclass, there has been huge progress for both low and high achieving students. Every student in my class has benefited, as they are more engaged during explicit instruction and Daily Reviews.”

- Jennifer Brooker, Jolimont Primary School

DIBELS (% Students)

	Term 1	Term 4
Below 90	71%	24%
90 - 100	10%	0%
Above 100	19%	76%

DIBELS - Words Correct

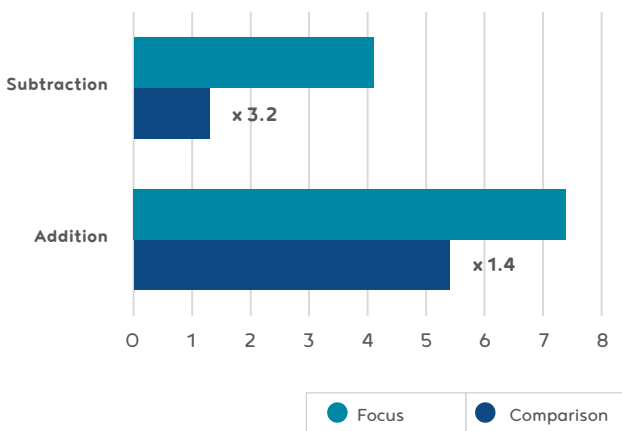


Primary Student Outcomes Stories

Year 3, Mathematics

The teacher used the Westwood Maths Assessment to track the progress of their lower-ability Year 3 class over a semester. Prior to this teacher’s Masterclass journey, their class average was 42% below the comparison class in Addition, and 34% below in Subtraction. After the course, the focus class had made 1.4 times the growth in Addition and 3.2 times the growth in Subtraction relative to the comparison class, far surpassing the achievement of the comparison class.

Westwood Maths Assessment Average Growth



“The Teach Well strategies and tactics I implemented with the focus group had a positive impact on student data. I also see this in my classroom observations, with students in the focus group being able to recall facts within worded problems more fluently which has reduced their cognitive load. I believe the increased participation I have seen from my focus group is what ultimately allowed their growth to be higher than the comparison group.”

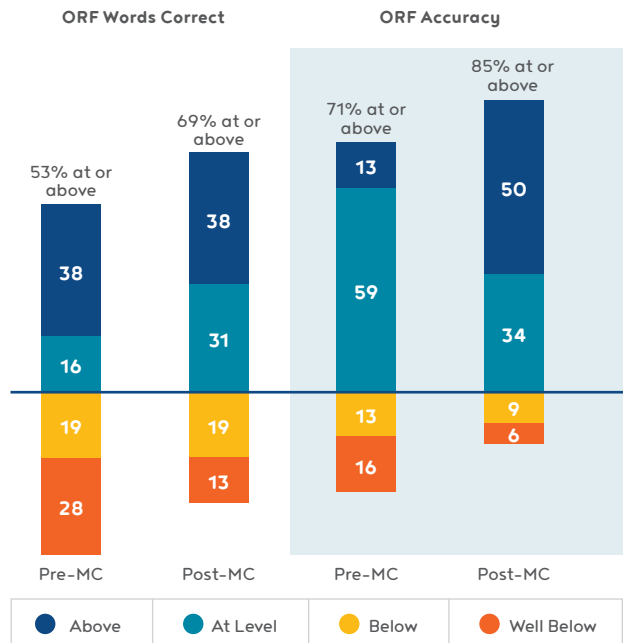
- Heledd Smith, Two Rocks Primary School

Year 4, Reading

A Year 4 class completed Acadience ORF assessments, examining Words Correct and Accuracy. The implementation of extended text tactics, vocabulary instruction and sentence-level writing techniques saw the proportion of students at or above the benchmark increase by 16% for Words Correct, and 14% for Accuracy.

“Students are more engaged in their learning because they are achieving success in their reading. I am seeing an increase in success rate in students, especially those with specific learning needs (processing disorders, dyslexia, etc), in remembering content, vocabulary and key ideas months later and I think the students can feel this in class. I have also been able to set higher expectations this year and pushed a lot of students who were below standard, and I am expecting and receiving a higher standard of work from my students.”

- Chloe Scrafton Potts, Lakelands Primary School



Upper Primary Student Outcomes Stories

Year 5, Numeracy

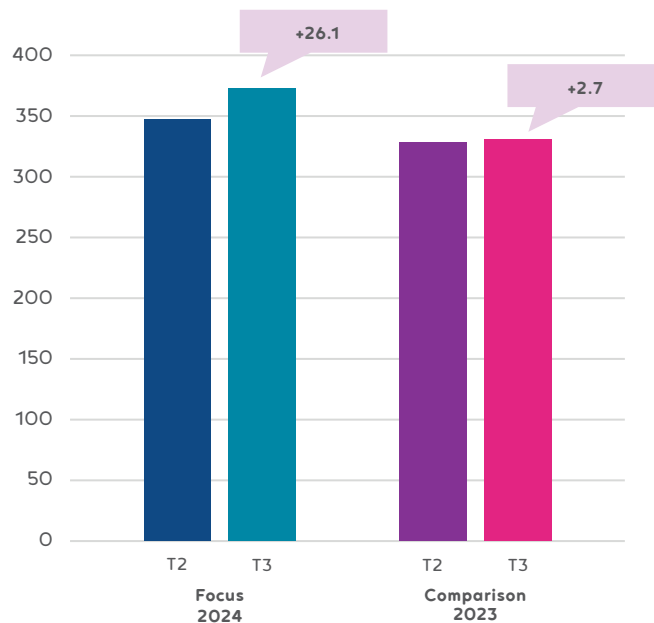
A Year 5 class completed the Brightpath Number and Algebra Assessment in Terms 2 and 3, 2024, during which the teacher completed the Masterclass. This teacher achieved significant growth for their 2024 students, achieving an effect size of 0.50 compared to their 2023 Year 5 results, which had an effect size of 0.06 for a similar cohort of students. There was steeper progress between Terms 2 and 3 for the focus class than for the comparison class, which is particularly impressive given that the focus class was already a higher-performing cohort.

“

Implementing Daily Reviews which are interleaved, as well as Longer Cadence Reviews, has supported the growth and understanding of maths concepts in my class. Students are becoming more confident learners who approach challenges head on, and thanks to frequent reviews can recall more basic facts which gives them the confidence to complete more difficult and multi-stepped questions.”

- Lauren Westwood,
Greenwood Primary School

Brightpath Assessment



Year 6, Numeracy

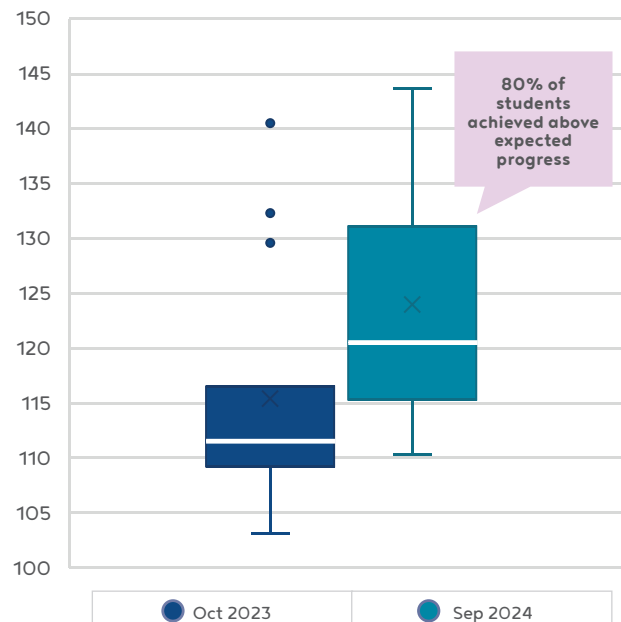
A teacher compared the 2024 PAT Maths results of their Year 6 class to the 2023 results of the same class 11 months earlier. A previously lower-achieving student made the largest growth of 25.4 points. 80% of students achieved above their expected progress, underlining a significant shift for students post-Masterclass.

“

Using the high-impact instructional strategies engaged all the students in every lesson. Students who would normally be disengaged did not have the opportunity to engage in off task behaviour and knew they had to participate as they may be called upon to answer questions. The students had plenty of practice to revise previously taught concepts and embed this learning into their long-term memory.”

- Xylina King,
Katanning Senior High School

Year 6 PAT Maths

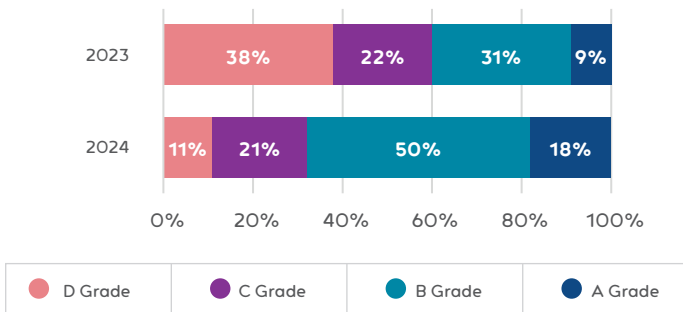


Secondary Student Outcomes Stories

Year 7, Humanities and Social Sciences

Two Year 7 Humanities and Social Sciences classes were compared using the same assessment. Both classes were of similar starting attainment and taught by the same teacher: the 2023 class was taught pre-Masterclass while the 2024 class integrated the high-impact instructional strategies from the Masterclass. During this period, the grade distribution shifted significantly with a doubling of the percentage of students achieving an A grade. While 60% of students received a C or D grade in 2023, this reduced to only 32% in 2024.

Distribution of Grades in 2023 (Non-Masterclass) and 2024 (Masterclass)

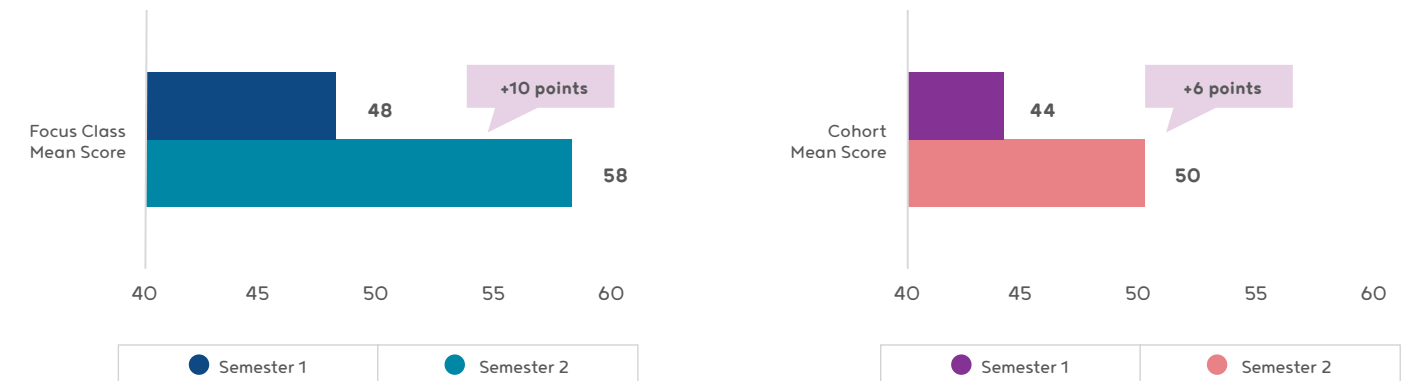


“
I believe the data shows the high-impact strategies are working. They show it helps with student behaviour management and keeping students engaged and accountable, allowing for more learning to occur.”
- Craig Roger, Greenwood College

Year 7, Science

A Year 7 focus class completed assessments in Semester 1 and Semester 2. Their results were compared to those of the remainder of the Year 7 Cohort. All classes were mixed ability with no streaming. By the end of the course, the growth in the mean mark for the focus class far exceeded the growth in the mean mark for the remainder of the Cohort.

Growth in Mean Mark (by Points)



“
The constant repetition and revision allowed students to store information in their long-term memory, and gain confidence in their ability to succeed. I believe the strategies have led to greater engagement within the class which has flowed on to the class learning in greater depth.”
- Kenya Wilson, Eastern Hills Senior High School

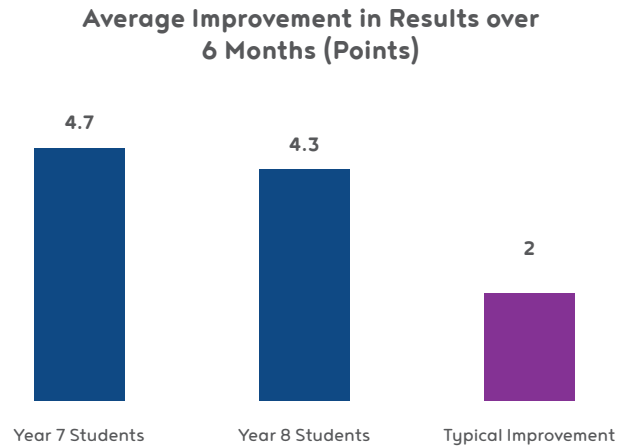
Secondary Student Outcomes Stories

Year 7/8, Music

A teacher compared the results of their Year 7/8 mixed-age Music class on the Music Reading Beep Test. The students sat two tests a minimum of 6 months apart. This test provides an independent measure of notational literacy with guidance on typical improvement. Following the implementation of strategies shared in the Masterclass Series, both Year 7 and Year 8 student groups outperformed the typical improvement guide by at least a factor of 2.

“ I believe the high-impact instructional strategies have had a significant impact on my students’ notational literacy. The techniques have supported me to check for understanding much more thoroughly. The data doesn’t capture their increased engagement created by the wider variety of activities within each lesson: whiteboards, response cards, peer interactions.”

- Amanda Johnson,
Instrumental Music School Services,
Department of Education

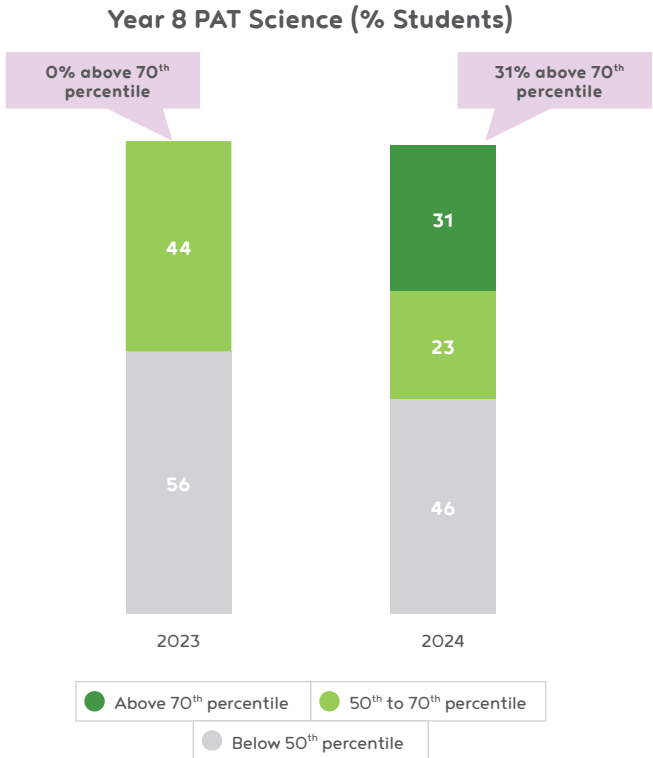


Year 8, Science

The teacher conducted PAT Science assessments 6 months apart in both 2023 and 2024. The improvement scores for each year were filtered into the percentiles and compared across 2023 and 2024. Prior to the teacher participating in the Masterclass Series, 0% of the students had improvement scores above the 70th percentile. By the end of 2024, after the teacher started implementing high-impact instructional strategies in their classroom, this number increased to 31%.

“ Regardless of the actual achievement/ improvement scores, I can see more confidence in students due to full participation tactics and accountability. So these positive changes are just as important as academic results.”

- Annabel Sinnott,
Dalwallinu District High School



Secondary Student Outcomes Stories

Year 9, Mathematics

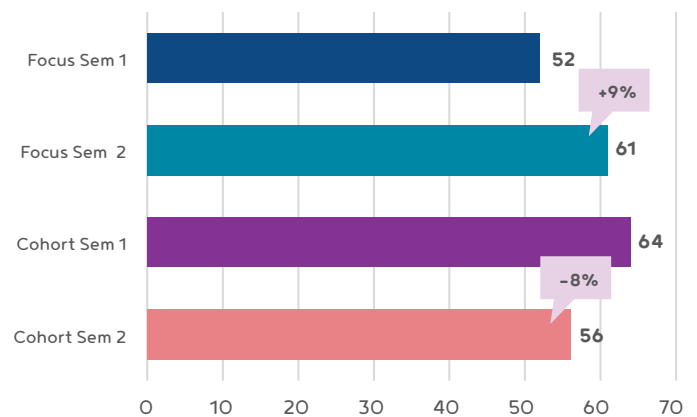
The teacher tracked their class progress using the cumulative Semester 1 and 2 results and compared these to the remainder of the Year 9 cohort. The focus class gained an additional 9% in achievement over the semester in which the teacher participated in the Masterclass. In comparison, the comparison Year 9 cohort's cumulative result fell by 8%.

“

My students show less test anxiety as they're more able to swap between the different types of skills that they might need in assessments. Due to lesson reviews, they are more able to retrieve the information they need more easily because they practice it more often. I feel without the lesson learnt in the Masterclass, I might be achieving below what is happening now.”

- Christopher Nowers,
Leeming Senior High School

Year 9 Maths Semester Results Average Mark



Year 12, Chemistry

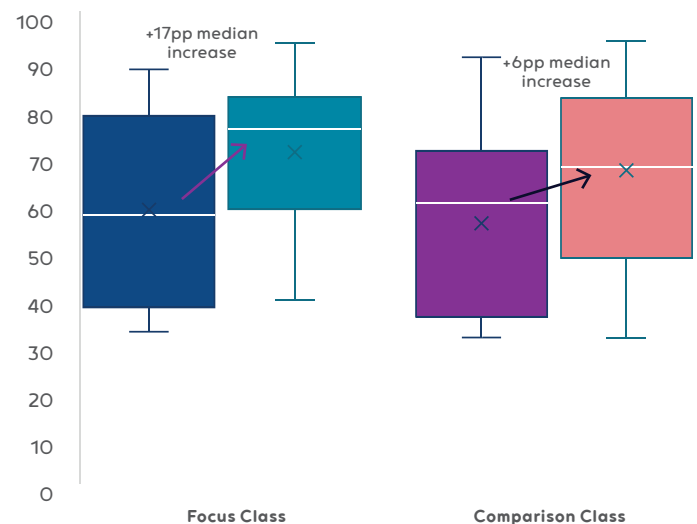
The teacher compared their two Year 12 Chemistry classes, characterised by similar prior attainment and class size. The focus class implemented the Masterclass learnings while the comparison class was taught without. The assessment data from the beginning to the end of the course revealed substantial progress for the focus class, surpassing the mean and maximum scores of the comparison class. Growth in the lowest 50% of students was particularly impressive, with the lowest-placed students having increased their marks by an average of 33%.

“

Given the notable increase in the lower quartile of the class it would suggest that the Daily Review had the most impact on recall. I observed that the lower quartile of students in the class were better able to answer questions and participate in class discussion.”

- Thomas Hatton,
Harrisdale Senior High School

Chemistry Assessment Marks (% Score)



Teaching for Impact in Mathematics Series



Teach Well has partnered with Ochre Education and education systems across Australia to support teachers and schools to get the most from the Ochre Education materials in Mathematics.

As part of this partnership, the 2024 Teaching for Impact in Mathematics (TIM) Series & Leading TIM Series supported 2000+ teachers and leaders across the Melbourne Archdiocese Catholic Schools (MACS) system over 21 professional learning days.

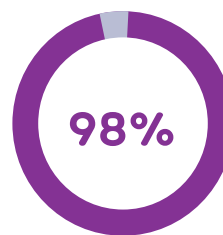
In November 2024, Teach Well partnered with Catholic Education, South Australia to run the TIM Series and the Leading TIM Series for school and system leaders.

“
The presenters during the Masterclass Series were brilliant in sharing their expertise and delivering engaging presentations that modelled great participation practices, supported with great visuals. Well done, Teach Well team!
 - Susan Arians, Teacher,
 Corpus Christi Primary School (MACS)

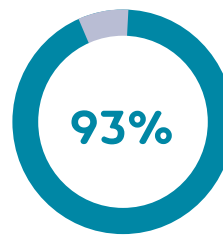
“
This is one of the best professional learnings I have participated in. The presenters were excellent... and the content was rich and powerful.
 - Leanne Withers, Teacher
 St John Vianney’s Mulgrave (MACS)



98% of teachers changed their practice as a result of the TIM Series.



98% of leaders observed changes to the teaching practice of participants



93% of teachers believe student participation has improved in their classes.



100% of leaders intend to continue supporting teachers with high-impact instructional practices.

Most improved schools in Year 3 numeracy proficiency

	Proficiency % 2023	Proficiency % 2024	Change
St Mary’s College, Seymour	40%	81%	41%
St Joseph’s School, Crib Point	52%	77%	25%
St Bernard’s School, Bacchus Marsh	37%	60%	23%
St Bernadette’s Catholic Primary School, The Basin	72%	93%	21%
St Elizabeth’s School, Dandenong North	56%	76%	20%
St Andrew’s School, Clayton South	53%	71%	19%
St Mary’s School, Lancefield	70%	88%	18%
St Peter Chanel School, Deer Park	49%	67%	18%
Holy Family School, Bell Park	52%	70%	18%
Nazareth School, Grovedale	55%	73%	18%

Source: Melbourne Archdiocese Catholic Schools (MACS)

Instructional Lead Fellowship

Since 2022, Teach Well has supported alumni and school leaders to embed and sustain effective instruction in their schools. Nearly 250 participants from more than 50 schools across Western Australia have participated in the Instructional Lead Fellowship (ILF) programs over that time.

Participants review research on the required mechanisms to implement effective professional development and work through 15 elements to embed and sustain high-impact instruction. Participants also implement the ILF Curriculum Survey in their school contexts to learn more about the experiences of their staff in delivering low-variance curriculum. During the program, Fellows share successes with other leaders and work with their school leadership teams to implement an action plan focused on three areas: leading and scaling instructional change, building instructional coaching capacity and creating low-variance curriculum.

“

ItYour programs have allowed me to progress in my career and take on a larger leadership role and support teachers to align their instruction to evidence-based practice! I couldn't have done it without the skillset I obtained from both the Masterclass Series and the ILF”

– Salome Ehlers, Teacher,
Waggrakine Primary School

“

There is always something new to focus on. The work invigorates our team to continue the journey. I am always impressed by the quality of information that is shared. Thanks for being such a support for our schools.”

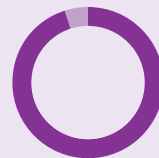
– Lisa McMillan, Principal,
Tom Price Primary School

As a result of the Instructional Lead Fellowship in 2024:



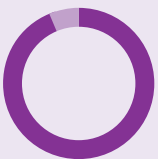
100%

would recommend the ILF to other instructional leaders



97%

feel their capacity as an instructional leader has increased.



92%

of participants developed and implemented an action plan with their leadership teams to drive high-impact instruction at their school.



100%

of participants identified opportunities to strengthen high-impact instruction at their school during the program.



Our Partners



Government of Western Australia
Department of Education



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn



Melbourne Archdiocese
Catholic Schools



Schools Plus



knowledge society



Participants that complete Teach Well's Masterclass Series are eligible to apply for advanced standing credit towards the Master of Education at Edith Cowan University.



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