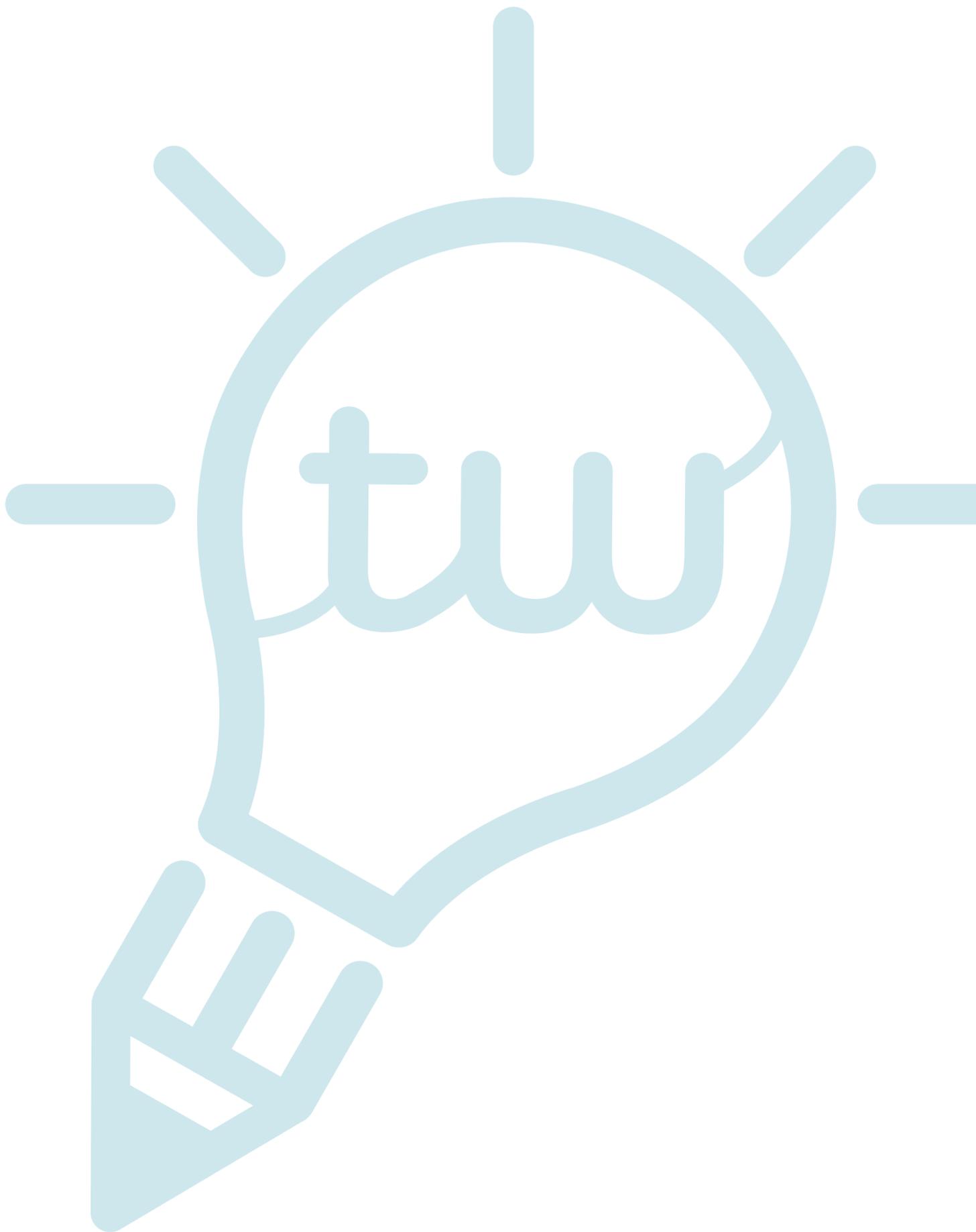




# Impact Report

# 2025



# Contents

Our Year in Review	4-6
Our National Footprint	7
Our Program Impact over 7 years	8
Impact Highlights 2025	9-10
Our Approach	11-12
Case Study 1: Catholic Regional College, St Albans	13
Case Study 2: Jolimont Primary School	14
Case Study 3: Early success at a Network Level	15
Masterclass Series Impact	16
Student Perspectives	17
Leader Perspectives	18
High-Impact Instructional Strategies	19
Masterclass: Academic Outcomes Improve Significantly	20
Student Outcomes Stories	21-26
Instructional Lead Fellowship	27
Curriculum Sharing and Development Project	28
Our Partners	29

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Teach Well is a part of Ochre Education. Ochre is an independent non-profit established to improve learner outcomes and close disadvantage gaps.

Find out more at [ochre.org.au](http://ochre.org.au)



Recognised by  
 Edith Cowan University

# Our Year in Review

**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). In 2025, that looked like working with more than 2,000 teachers and leaders from more than 400 schools across Australia.

## In 2025, Teach Well became part of Ochre Education.

Ochre Education is a national not-for-profit working to improve equity in Australian education so every teacher and every student can access the tools they need to succeed. Ochre provides a free, online library of high-quality, evidence based, sequenced curriculum resources. Within the group also sits Impact Assessment, an assessment platform which offers standardised, curriculum-aligned assessments.

This transition marks a new phase for Teach Well and Ochre. Together, we're working to close the disadvantage gap – so every child, in every classroom, can reach their full potential. By combining Ochre Education's curriculum resources with Teach Well's expertise in professional learning, and strengthening this with Impact Assessment, more educators can access cohesive support – from what is taught, to how it is taught, to how impact is monitored and improved.

2025 marked the beginning of a collaborative partnership which promises to enhance support for evidence-based education across the country, leveraging the mission-driven focus that defines both organisations. Bringing together Ochre Education's comprehensive curriculum offerings with Teach Well's expertise in professional development, will provide more educators with access to cohesive resources and support to ensure every child can reach their full potential.

Together, our programs are designed to embed evidence-informed instructional practices at every level of the education system, from individual classrooms to school networks and regions.



## In the past year alone, our highlights include:

-  Supporting **2,500+** teachers and leaders from **430+** schools across Australia to refine their teaching practices to achieve more progress for students.

 One of the most exciting developments this year has been the launch of our first book - **Teach Well's Instruction and Coaching Companion**. This was the book our community asked us to write.
-  Collaborating with **400+** system leaders, school leaders and teachers in the Melbourne Archdiocese of Catholic Schools through our Masterclass Series in High-Impact Instruction.

 Supporting **500+** teachers and leaders in WA across **130+** schools through the Masterclass Series and the Instructional Lead Fellowship.
-  Investing in the **scaling and embedding** of High-Impact Teaching Practices and curriculum development in Catholic Education, Archdiocese of Canberra and Goulburn as part of the Catalyst Project.

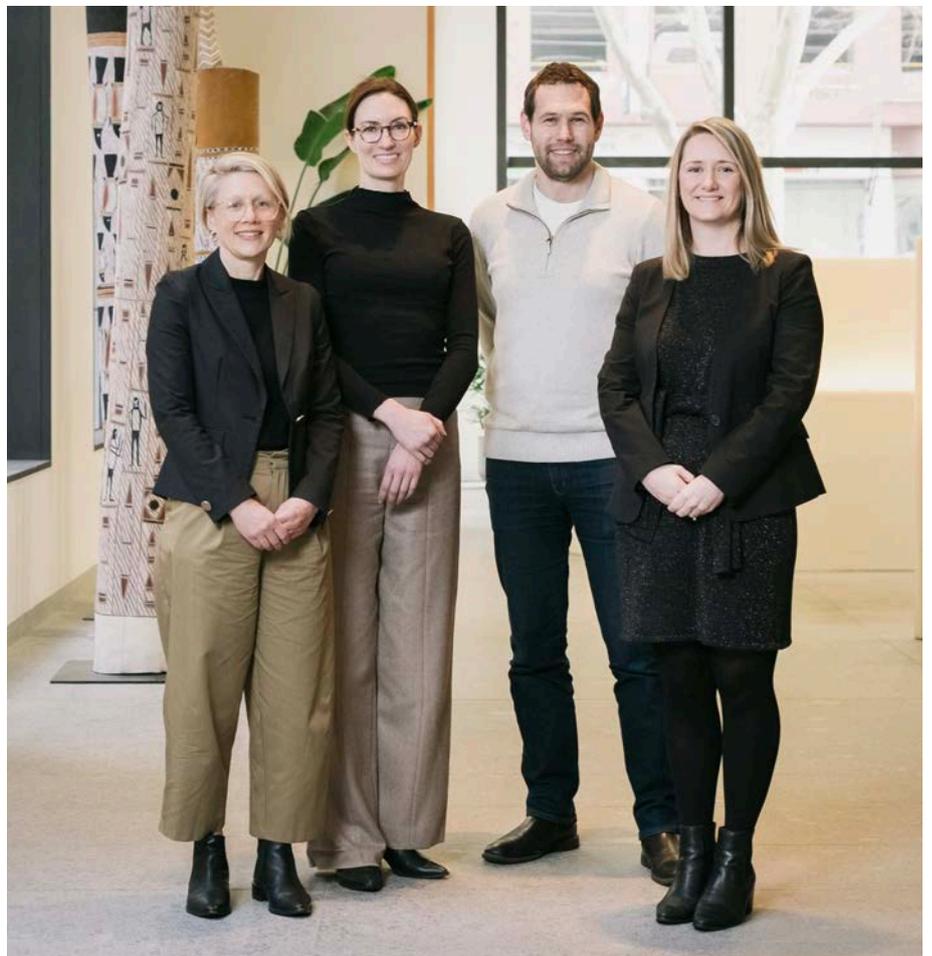
 Delivering professional learning in Australia's first **Multi-School Organisation** in Tasmania.
-  Our team being interviewed on two major **education podcasts**: Ingrid Sealey with Brendan Lee and Katie Webster on Chalk Dust to discuss effective teaching and learning with one of our amazing Masterclass alumni, Kaitlyn Rowan.



**Pictured:** Caroline Reed Ochre Co-CEO, Katie Roberts-Hull Teach Well Managing Director, Reid Smith Ochre Co-CEO, Katie Webster Teach Well Director



**Catalyst**



# Looking Ahead: Our Impact in 2026

**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:**

 Partnering with more system leaders, school leaders, and teachers across the Melbourne Archdiocese of Catholic Schools, Catholic Education South Australia, Catholic Education in the Archdiocese of Canberra and Goulburn and Catholic Education Sandhurst Ltd; advancing each systems priorities on evidence-informed teaching and learning.

 Prioritising areas of greatest with philanthropic funding for Science and Mathematics secondary teachers in low ICSEA schools.



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 is a valued component of the Department of Education's ProLearn professional learning panel, which includes quality-assured programs demonstrated to improve the quality of classroom instruction.*

*- Jay Peckitt, Director General, Western Australian Department of Education*



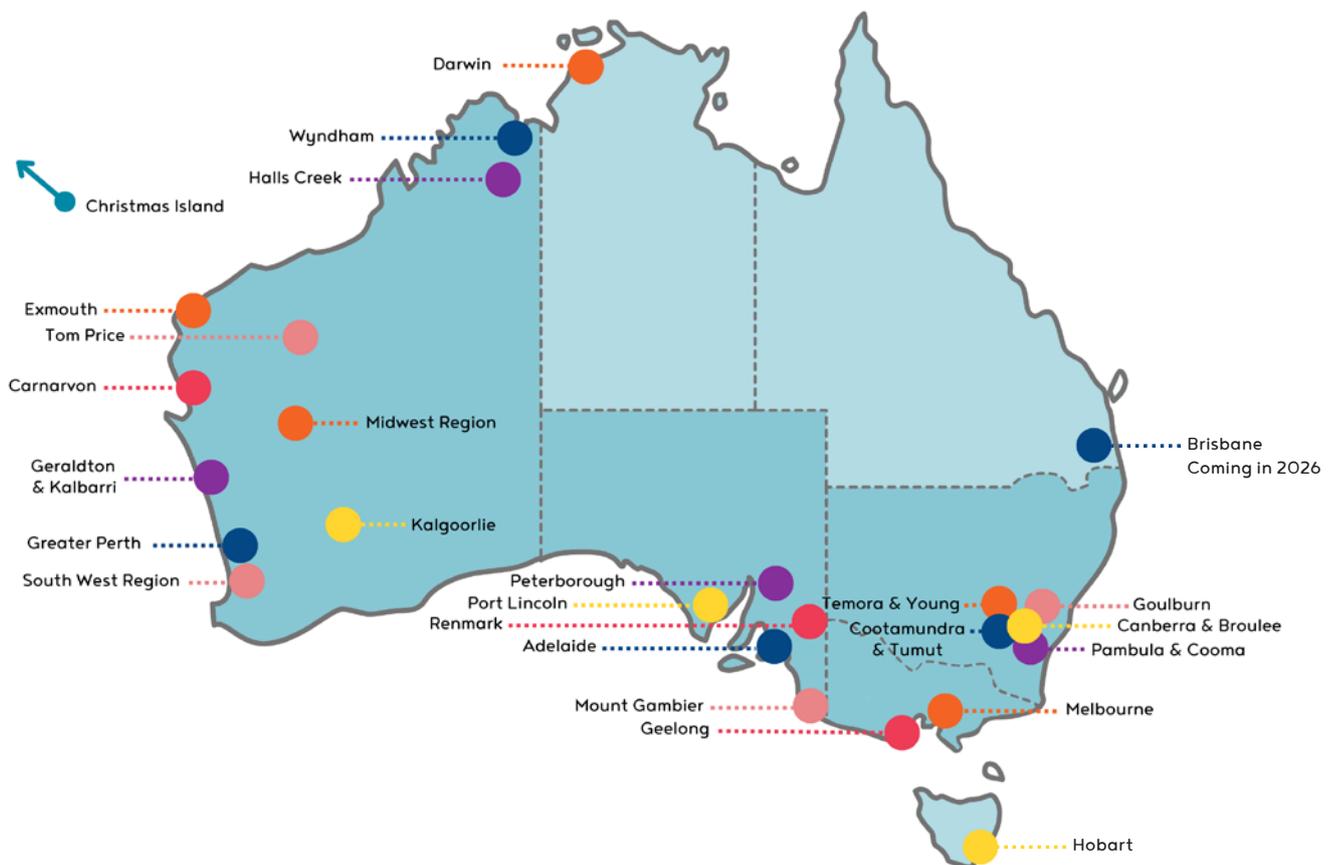
# Our National Footprint

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 2025, our programs were delivered from across Australia, making Teach Well a truly nationally-oriented organisation. The below map shows the locations of schools who participated in 2025.

- » Western Australian hubs in Perth, Geraldton and the Midwest.
- » 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 programs through a blended online and in-person delivery option.



## 2025

**75,000**  
Students

**2,500+**  
Participants

**430+**  
Schools

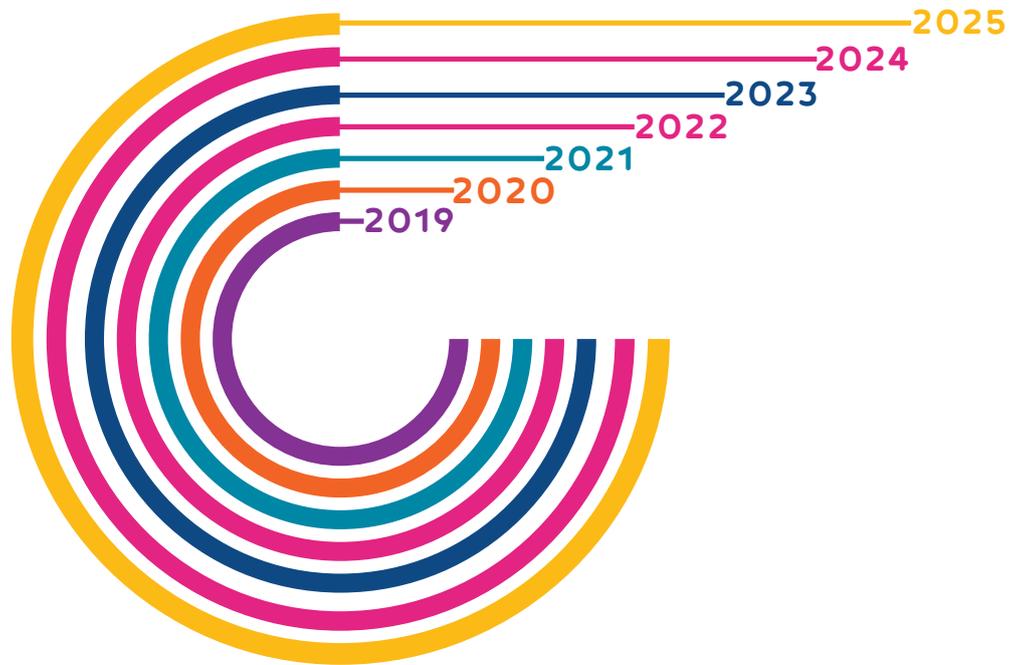
# Our Program Impact over 7 Years

Since 2019

**325,000+**  
Students

**8,800+**  
Participants

**900+**  
Schools



**99%**

of teachers reported  
changing their teaching  
practice.



**98%**

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



**78%**

of teachers reported  
improved academic  
progress.



# Impact Highlights 2025

## Masterclass Series in High-Impact Instruction



### TEACHERS CHANGED THEIR DAILY TEACHING PRACTICES

**98%** of teachers reported they changed their practice during the Masterclass.

**78%** of students reported their teachers changed their teaching practice.

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



### STUDENT BEHAVIOUR IMPROVED

**81%** of teachers noted improvements in student behaviour in their class(es).

**60%** of students noted peer behaviour had improved in their class(es).

**83%** of teachers reported that students in their class are busy learning and they don't waste/lose time. Up from 69% pre-course (+14%).

**66%** of teachers reported that they don't lose a lot of time because of students in their class interrupting the lesson. Up from 44% pre-course (+22%).



### STUDENT PARTICIPATION IMPROVED

**93%** of teachers noted improvements in student participation in their class(es).

**71%** of students noted peer participation had improved in their class(es).



### TEACHERS ARE MORE CONFIDENT TO EXPECT MORE FROM THEIR STUDENTS

**90%** of teachers reported that they accept nothing less than full attention and effort from all students. Up from 76% pre-course (+14%).



### STUDENT ENGAGEMENT IMPROVED

**93%** of teachers noted improvements in student engagement in their class(es).





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

**89%** of teachers felt more confident students will achieve grade-level content as a result of them undertaking the Masterclass.



## STUDENTS LEARNT MORE ON AVERAGE

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

**78%** of teachers reported improved student academic progress over the course of the Masterclass:

- » **68%** of participants reported improved student progress, against a comparison, and;
- » **10%** of participants reported students made academic progress which the teacher reflected was more than they expected.



## 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:**

**4% 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.”*

**3% reduction** in the number of students who agreed with the statement:

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



*I have thoroughly enjoyed the Masterclass Series, and have experienced tremendous growth in my teaching capabilities and confidence with my acquired skill set and knowledge this year. The practical session presenters were fantastic and the support with the deliverables was excellent. My classroom observations’ feedback was very valuable for my practice and provided my with great growth. Applying evidence-based best practice pedagogy has been a game changer and I will be advocating for my future colleagues and pre-service teachers to complete the Teach Well course.*

– David Cobban, Coodanup College

# Our Approach



## Students first

We only work with practices that have been shown to improve student outcomes. We're continually evaluating the research base and monitoring new developments.



## High Expectations

For ourselves and for the teachers and leaders we work with.



## Do the Difficult work

We go beyond the usual professional learning approaches of just workshop days to provide sustained and collaborative opportunities that focus on application, feedback and coaching.

**Teach Well builds the collective efficacy of educators by translating robust research into practical, classroom-ready action. Grounded in a strong evidence base and aligned with the Education Endowment Foundation's research on effective professional development – including its 14 mechanisms such as managing cognitive load, setting and agreeing on goals, modelling, rehearsal, feedback, and sustained implementation – our programs are designed to ensure professional learning leads to measurable impact in classrooms.**

Working with teachers, school leaders, and system leaders, Teach Well supports the embedding of high-impact instruction through:

- » **A disciplined implementation environment** where every participant commits to applying, practising, and refining specific instructional strategies throughout the course – reinforcing goal-setting, action planning, and accountability.
- » **Spaced professional learning days** that deepen understanding of the underpinning research, carefully manage cognitive load, model evidence-informed strategies in action, provide high-quality worked examples, and evaluate impact on student academic progress.

- » Structured **modelling, rehearsal, and feedback** cycles, including opportunities for deliberate practice, self-reflection, and video coaching to strengthen technique and build classroom confidence.
- » Access to a **comprehensive video bank** (220+ videos) and lesson library (180+ curriculum resources) showcasing high-impact practices enacted by hundreds of teachers across diverse classrooms, making expert practice visible and replicable.
- » **Practical tools to monitor and evaluate impact**, including student progress and achievement data, alongside structured approaches to gathering and responding to student feedback.
- » **Whole-school implementation pathways**, including the Instructional Lead Fellowship and Curriculum Development in Practice. These programs build instructional coaching capability, align professional learning with school improvement priorities, and support the scaling of high-impact teaching practices and fine-grained curriculum across teams and schools.
- » **Refresher workshops** for alumni focused on key mechanisms and instructional priorities to sustain momentum and prevent implementation drift.
- » **School-based workshops** that align practice, establish a shared language, and embed coherent, system-wide approaches to teaching and learning.

(see diagram next page)

# Effective Professional Development

The Education Endowment Foundation's research on effective professional development includes its 14 mechanisms such as managing cognitive load, setting and agreeing on goals, modelling, rehearsal, feedback and sustained implementation.



# Case Study 1: Catholic Regional College, St Albans, Victoria

**St Albans is a Y7-10 school in the Catholic Archdiocese of Melbourne that has made a strong start towards providing the best opportunities for students through high-quality and consistent teaching and learning.**

After a review in 2024, the leadership team set a clear plan to improve literacy and numeracy, as well as provide a more effective model of coaching to enhance teacher capacity. Staff completed the Masterclass Series in 2025, along with leadership completing the Instructional Lead Fellowship. A whole-school workshop aligning to the Masterclass Series also ensured the staff had a shared and consistent understanding to high quality teaching and learning.

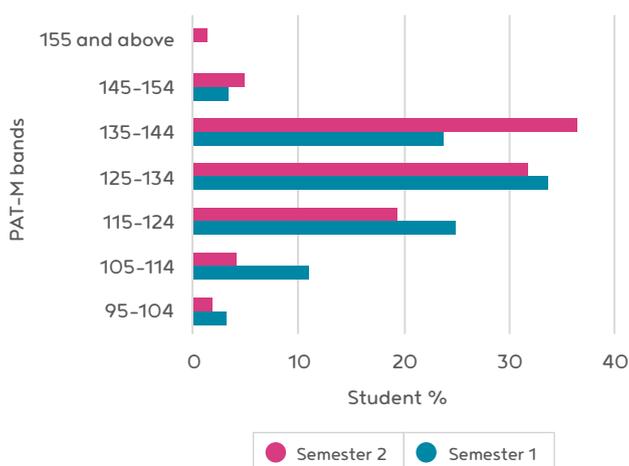
The Curriculum Survey conducted as part of the Instructional Lead Fellowship, with a focus on Mathematics, provided valuable information from the department on curriculum. This highlighted the need for a focus on developing fine grained unit outlines to ensure a guaranteed and viable curriculum.

Implementation of the Full Participation Principles began in the Mathematics faculty, with the Mathematics Leader facilitating professional learning and modelling explicit teaching practices and use of the Ochre slides as a base resources.

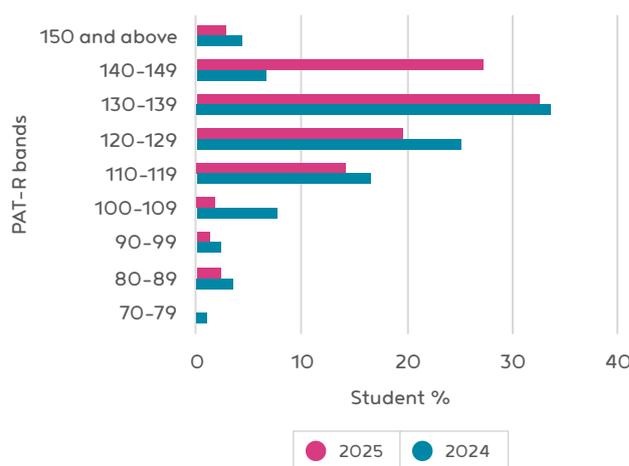
Their efforts paid off. For Maths, there was a clear upward shift in achievement for Year 7 students, with the proportion of students in the highest band increasing from 24% to 37% and a reduction in the mid and lower bands. In Reading, Year 9 students at the 140 - 149 achievement band went from 6.6% in 2024 to 27% in 2025.

CRC St Albans is on an exciting journey to support all their students to achieve improved outcomes, armed with a clear plan, whole-school collaboration and evidence-based professional learning in hand.

Year 7 PAT Maths



Year 9 PAT Reading



*This was a fantastic series of workshops and provided lots of valuable conversation and direction for our school to move forward in improving teacher instruction and student outcomes. Thank you so much.*

- Christopher Orsini, ILF Participant, Catholic Regional College, St Albans

# Case Study 2: Jolimont Primary School

## Leading the Way in High Achievement

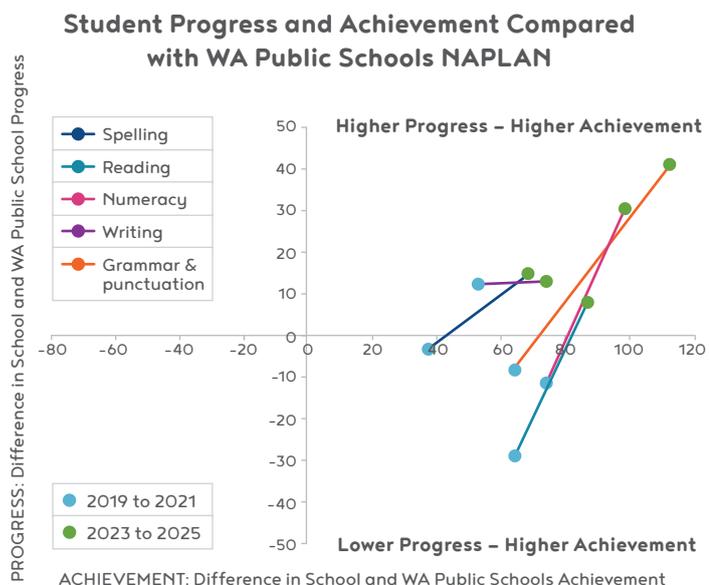
According to the recent coverage in The West Australian, Jolimont Primary is one of only two WA primary schools named among the 30 'high-achievement' schools in this year's statewide NAPLAN round. What stands out: 69% of their Year 5 students made above-average progress in numeracy – the highest among all schools on the list – when compared with students of similar backgrounds and the same starting scores from Year 3. Their reading growth was also outstanding, with 62% of Year 5s achieving above-average progress.

As the West Australian puts it, these results reflect more than just test scores. The principal of Jolimont, Barbara Iffla, told The West Australian that staff were 'delighted and proud' that their efforts were translating into real, significant outcomes for students. For a relatively small school with a culturally diverse population, with about 410 students from Kindergarten to Year 6, this kind of high-impact, high-growth result is especially impressive.

Over the past ten years the school has created strong collaborative team processes based on trust and practice. Year level teams meet weekly to discuss and action everything from operational plans, lesson and unit planning, assessment, pedagogy and concerns. They are consistent in their delivery of whole school programs such as Prime Maths, Morphology, Letters and Sounds, Ochre Novel Studies, Talk for Writing and Seven Steps.

Their priority has been embedding classroom practices, including to challenge their most able students, with Barbara noting, 'the biggest impact has been having our whole school staff trained by Teach Well, ensuring common practice and language throughout the school, supporting student learning and teacher impact.'

Twenty teachers from Jolimont have completed the Masterclass Series in High-Impact Instruction, with more teachers to follow in 2026. Their willingness to build capacity, implement evidence-based instructional strategies, and commit to continuous improvement is clearly paying off in real student progress.



*I thought the Masterclass Series was absolutely amazing! The learning was exceptionally valuable and I have incorporated so many strategies in my practice."*

- Heidi Gregson, Teacher  
Jolimont Primary School



*It is with the support of organisations such as Teach Well that our schools have the opportunity to learn and implement effective high quality teaching. A precious partnership.*

- Barbara Iffla, Principal Jolimont Primary School, WA

# Case Study 3: Early success at a network level with Catholic Education SA

211 participants completed the 2025 Masterclass Series in Adelaide, South Australia, with many of the participants being the Leader of Learning in their school.



**97%**

of participants would recommend the Masterclass



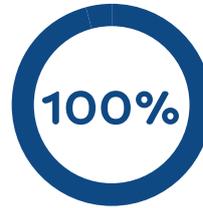
**96%**

of participants like using high-impact instructional strategies



**95%**

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



100% of leaders believe most teachers could learn to use HII as a result of the Masterclass Series.



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



94% of leaders recommend HII strategies to other school leaders and teachers.



87% of leaders believe teachers implementing the HII strategies from the Masterclass are making a positive difference for students.



85% of leaders reported teachers changing their teaching practices as a result of the Masterclass.

**93%** of teachers reported significant improvements for students

**17%**

**76%**

**17% improved student engagement, participation or behaviour**  
**76% improved student academic progress, participation and engagement**



*It makes learning into an iterative experience that students will never forget. - Year 9 Student*

*It is making me more confident to participate and it's making me braver with learning. - Year 5 Student*



## 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.

“

*It has been powerful to have a team from our school here this year and it has supported the improvement implementation and change we have been working to create within our school.*

- Danielle George, Leader  
St Thomas More, Belgrave

“

*Thank you so much for sharing your Masterclass! Every Session I walk from has motivated me to do and be better in the classroom and for myself. I have found all the content to be so helpful to my teaching. The full participation strategies have changed the way I teach.*

- Courtney H, Teacher, Bungaree Primary School



**92%**  
of participants  
would recommend  
the Masterclass



**96%**  
of participants like using  
high-impact instructional  
strategies



**97%**  
of participants would  
recommend high-impact  
instructional strategies to  
other teachers

# Students notice changes in their teachers' practice

98% of teachers who undertook the Masterclass in 2025, reported they changed their teaching practice. As the ones who experience these changes, students' feedback on their experience in classrooms is invaluable. When asked 'Would you like other teachers to complete this training course?' some responses were:

“

*Because the changes that have happened to the class have been positive and have helped me learn better and easier.*

- Year 7 Student

“

*It has made our class a lot more fun and I think other teachers could benefit from it.*

- Year 6 Student

“

*I would like it as I can get more involved and more kids are participating rather than not and then hoping someone else will volunteer.*

- 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:



**4% 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.'*



**3% 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.'*



**3% 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 love being in this class. It helps me improve in my work and my learning my teachers help me learn things that I can use in the future I also have hope of being successful in learning.*

- Year 5 Student



# Leaders see the difference

School leaders who take part in the Masterclass are well placed to drive instructional improvement in their schools and to support teachers involved in the program so they gain the greatest possible benefit from the experience.

Feedback from leaders shows that high-impact instruction is having a positive effect in their schools, with greater student participation and engagement, along with stronger collaboration and more connected practice among teachers.

“

*The Masterclass Series has had a positive and noticeable impact across our school. It has sparked professional conversations and motivated teachers to trial and refine new strategies. Teachers recognise the strong impact these have on learning and are committed to refining them further.*

- Tanya Harvey – Associate Principal  
Anula Primary School

“

*For teachers, it has provided valuable professional learning opportunities that are directly linked to classroom practice. There's been a noticeable increase in collaboration and reflective practice across teams. More broadly, the school has benefited from a stronger culture of continuous improvement. The shared language and consistent approaches introduced through the series have helped align teaching practices and improve student engagement and outcomes.*

- Rita Garreffa  
St Joseph's, Hindmarsh

90%

**90% of leaders** believe teachers implementing the high-impact instructional strategies from the Masterclass are **making a positive difference for students at their school.**

90%

**90% of leaders** have reported teachers changing their teaching practices as a **result of the course.**

100%

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

77%

**77% of leaders** have seen **improved student participation** in their teachers' classrooms.

96%

**96% of leaders** would recommend **high-impact instructional strategies** to other school leaders and teachers.



# High-Impact Instruction fits within whole-school approaches

The average student gains an additional three months of learning in Maths and Reading when the school has an instructional leader at the helm (Grissom & Egalite, 2021). The strongest leaders create professional environments where teachers can keep getting better (Kraft & Papay, 2014).

## 95%

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.

“

*The Masterclass Series has allowed us a shared language to help us bring all of this together with a shared pedagogy - in curriculum and behaviour.*

- Kelly Campbell, Principal  
St Margaret Mary's School

## 100%

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

“

*We have more consistent approaches to our lesson and teaching practices. More teachers are implementing and trialling these new skills in the class and it is making waves across the school.*

- Matt Adams, Associate Principal  
Harrisdale Senior High School

## 92%

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

## 95%

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



“

*It has been the most valuable Professional Learning for the following reasons: 1. Many of the strategies are not new but it gives a clear name and identifies the WHY they are successful based on the data. 2. Teachers can very quickly learn and implement. 3. The accessibility of the range of resources has supported us in being able to run PL with our teachers effectively without too much time creating good examples. Some of the impact is almost instantly identifiable in many classes.*

- Sonia Venour, Acting Deputy Principal  
Our Lady of the Sacred Heart College

# 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.

**78%** of teachers reported more academic progress of their students.

**17%**

of teachers reported improved participation, engagement or behaviour, but not yet improved student progress.

**2%**

of teachers reported no student progress and no improved participation, engagement or behaviour.

**3%**

of academic data was unavailable, inconclusive or did not show consistent trends across the class.

Note: This summary captures the impact tracking data collected by 387 WA teachers that participated in the Masterclass Series in 2025.

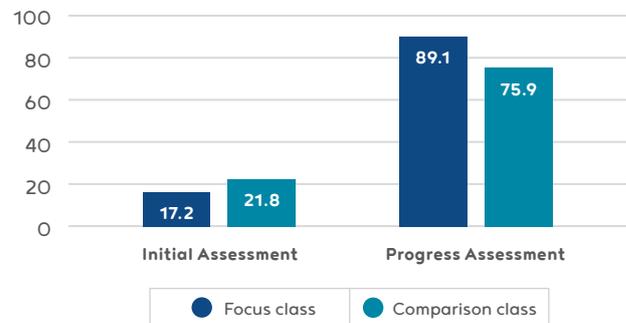


# Early Childhood Student Outcomes Stories

## Kindergarten, English

A Reception teacher completed two assessments throughout the course focused on English and literacy: one at the start of the course; and one at the end. The assessments used were: InitialLit Screener and InitialLit Assessment. The teacher compared the results of her reception class with another reception class in the same year who completed the exact same assessments using the same low variance program (the classes were of comparable size and ability), the only difference was the high-impact teaching strategies implemented by the teacher undertaking the Masterclass Series. The results for the InitialLit Screening assessment showed the focus class scored below the comparison class (17.2% mean score compared to 21.7% mean score). By the final progress test, the teacher had embedded full participation tactics, Daily Review and high-impact lesson componentry. The results for the progress test saw improvements for the focus class with a significantly higher mean. (89% mean score compared to 75% mean score). Additionally, by the final assessment the variation in student achievement within the focus class had reduced resulting in more consistent results.

Mean Score on InitialLit Assessment



“

*The daily review component is like a secret glue that brings everything together. The children have become efficient learners and while hitting cognitive load can still happen during the day, the class has built up their capacity for learning, retrieving and recording knowledge more accurately and developed a love for learning and for being successful.*

## Foundation, Numeracy

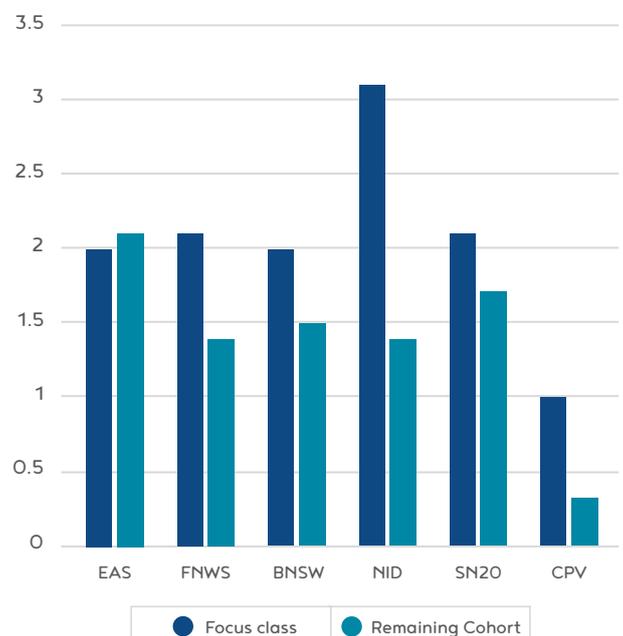
The teacher implemented the Learning Framework in Number (LFiN) assessments to track their impact on their class, with baseline data gathered at the beginning of Term 1 and mid-point data gathered at the end of Term 2/start of Term 3. The teacher compared the results of their class to two other Foundation classes. All three Foundation classes saw growth in scores from Pre to Mid assessments, however, the focus class showed the highest average growth across all but one domain.

“

*The data indicates substantial improvement in foundational number knowledge and fluency for students. Growth was particularly strong in FNWS and NID, highlighting the effectiveness of explicit and repetitive practice through Daily Review. Students demonstrated increased automaticity in number word sequences and greater accuracy when identifying and representing numerals. These outcomes suggest that structured daily reinforcement and clear instructional routines significantly accelerated early numeracy development compared to the other Foundation classes.*

LFiN Foundation Pre to Mid Growth

Average growth

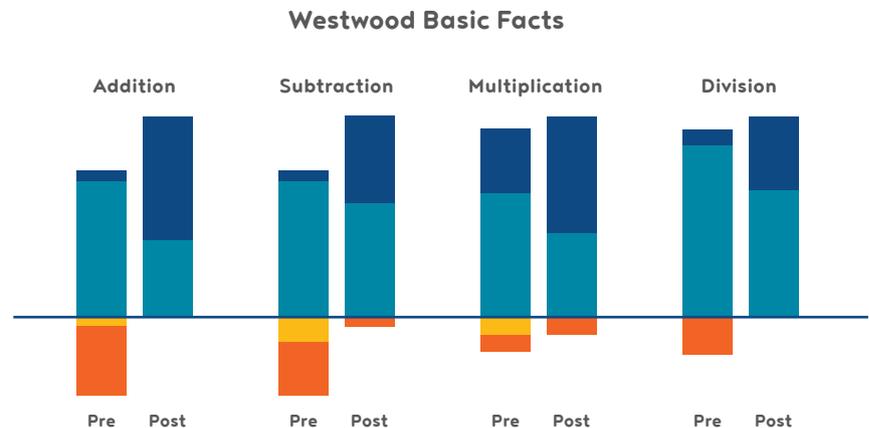


# Primary Student Outcomes Stories

## Year 3, Numeracy

Data from Westwood Basic Facts Assessments across the four operations were used, with pre-tests conducted in March 2025 and post-tests in October. The teacher's results showed significant gains above the expected rate in all four operations. Addition saw the strongest growth, with 9 students initially performing in the low or critically low range.

By the post-test, all students were performing at or above the normal range for addition, with most students performing above. The average gain in points from pre to post was 12.3 in addition, 11.4 in subtraction, 9.2 in multiplication and 7.5 in division. These were all at least double the average increases seen in a similar Year 3 class whose teacher wasn't participating in the Masterclass.



*The consistency of these strategies has fostered confident, engaged learners who now demonstrate stronger automaticity and number sense. I am pleased with the overall progress of this cohort and confident that the Teach We I approach has had a positive and measurable impact on both learning and classroom climate.*

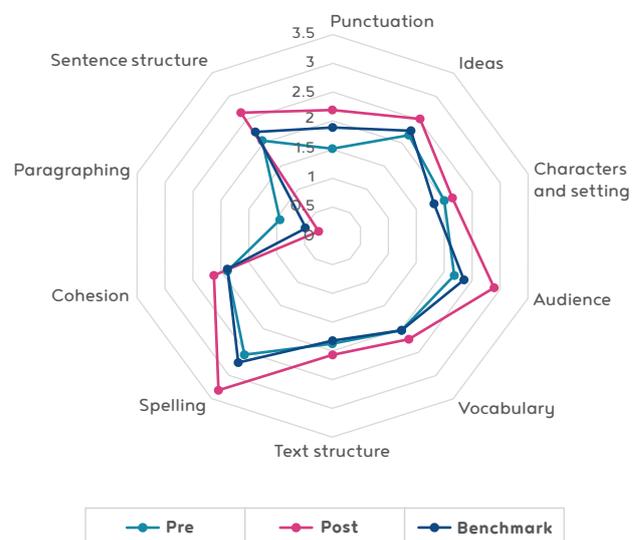
## Year 2-3, Literacy

A teacher used the Elastik tasks and benchmarks to track her Year 2-3 composite class, focusing on narrative writing over a 4-month period. Despite the short time frame, students made notable growth in punctuation, spelling, sentence structure, ideas and audience, where consistent instructional strategies and regular writing opportunities have supported writing development. In the 10 areas assessed in each task, the class went from achieving the benchmark in 5 areas, to achieving at or above in 9 of these.



*The positive changes in student achievement strongly relate to the high-impact instructional strategies implemented from the Masterclass. Regular use of explicit teaching, clear learning intentions and success criteria, and modelled writing helped students understand expectations and develop specific writing skills such as punctuation, spelling and sentence structure.*

### Elastik Narrative Writing Tasks



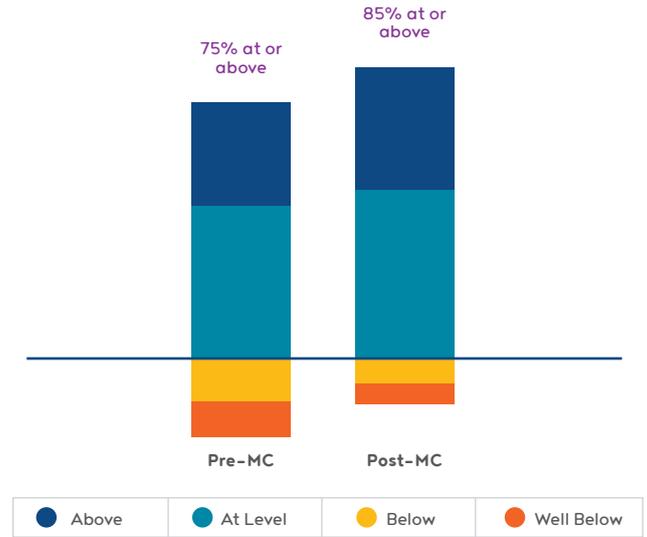
# Upper Primary Student Outcomes Stories

## Year 5, Literacy

A Year 5 teacher conducted a pre- and post-course assessment on their Year 5 class using the DIBELS MAZE assessments. They saw a greater than expected increase in student outcomes, with an additional 22% of the class meeting or exceeding the expected standard. Double the number of students performed above the expected level by the final assessments.

“  
As a school we were experimenting with Ochre last year, whilst teaching at the same time. This year, my delivery is becoming more fluent with one of my goals being to use different participation tactics in my teaching so that all students have the opportunity to contribute and show their understanding. By applying these strategies learnt through the Masterclass Series, my students are remembering content easier, are more engaged in their learning and have grown in confidence within themselves as learners.”

DIBELS Oral Reading Fluency (ORF)

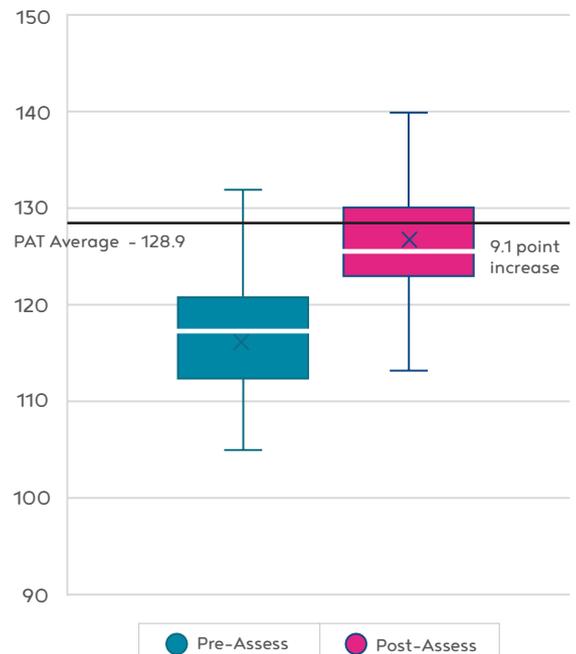


## Year 6, Numeracy

A Year 6 teacher focused on tracking student progress in Mathematics throughout the Masterclass Series. They conducted the PAT Maths Adaptive assessment, taking a baseline measure and progress measure 8 months later, which saw 6 of the 22 students (27%) achieving above the average at the Year 6 level (128.9 - 2022 PAT Maths mean (ACER)), where no students previously achieved above the cohort average. The teacher highlighted that these gains were particularly strong for students who started below the mean. The average growth was 9.1 points, which saw over 75% of students achieving scores that previously only 25% of students had achieved in this short period of time.

“  
The use of Daily Review and retrieval practice improved accuracy and retention. Students demonstrated increased confidence and willingness to explain the strategies. Lesson starts were calmer with consistent entry routines, increasing time-on-task.”

PAT Maths



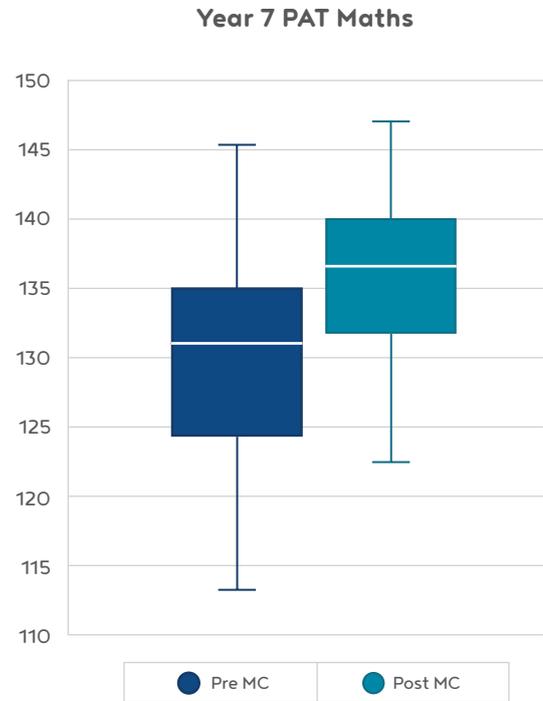
# Secondary Student Outcomes Stories

## Year 7, Mathematics

A Year 7 teacher completed PAT-Mathematics with their focus class at the beginning of Term 1 and the end of Term 3. They noted that they would usually complete the 2nd assessment in Term 4, so students had less time than normal to make progress. Despite this, the teacher reported that most students in their class had made more progress than expected and attributed this to the implementation of full participation tactics and Daily Reviews.

They also reported particularly strong gains in the lower two quartiles of their class, (with one student making over 22 points progress and several making over 10 points progress), showing the level of variation in student achievement within the focus class had reduced over the course of the year.

“  
Overall, the combination of full participation strategies and explicit instructional routines has led to noticeable improvements in student focus, engagement and overall classroom culture.



# Secondary Student Outcomes Stories

## Year 8, Maths

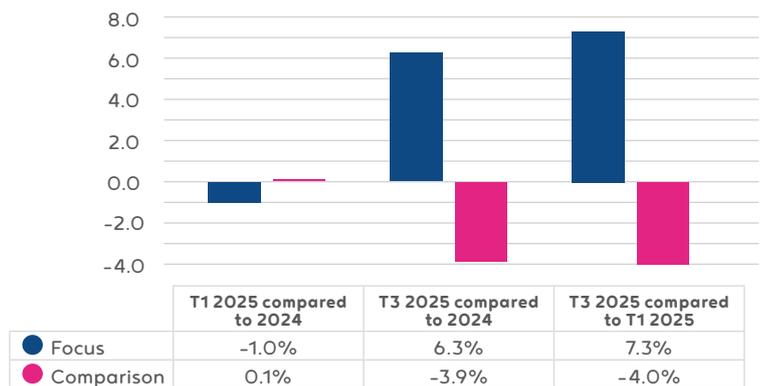
The teacher used school-based assessment data to compare the progress of their Year 8 Mathematics focus class to a class from the same year group, characterised by similar prior attainment, class size and teacher experience. High-impact instructional strategies were implemented in the focus class over seven months, which included full participation, Daily Reviews and componentry in lessons to support student attainment and retention of knowledge and skills. Each term, overall student achievement was recorded for both classes and the average percentage growth per student from each class calculated.

Comparing Term 1 2025 to the end of 2024, little change in growth was identified, but as the year went on, the focus class made great gains in average growth per student, sitting at 6.3% by Term 3 (when compared to 2024), where the comparison class had a negative average growth of 3.9%. Comparing Term 3 2025 against Term 1 2025, the focus class had an average growth per student of 7.3%, with the comparison class a negative 4.0% growth per student, highlighting an 11.3% difference between a class experiencing high-impact instruction versus one who did not.



*As I have implemented more high impact instructional strategies the student results trend upward. For example, Term 1 saw a small increase, Term 2 saw a further increase and Term 3 increased further still, which suggests that, as I implement more strategies from the Teach Well playbook, the students improve further.*

Average % growth per student



## Year 8, English

A Year 8 English teacher completed two assessments throughout the course: one at the start of the course; and one at the end. The teacher compared the results of their class (focus class) with another Year 8 English class in the same year who completed the exact same (the classes were of comparable size and ability). Both classes had exposure to many of the high-impact teaching strategies as the other teacher had completed professional learning in explicit teaching. Therefore, the only difference between the two classes is the teacher in the focus class was currently undertaking the Teach Well Masterclass Series.

The results for the initial assessment showed the focus class scored slightly below the comparison class (10 mean score compared to 10.6 mean score). The results for the final test saw improvements for the focus class with a higher mean. (11.5 mean score compared to 10.2 mean score). This is significant given the mean score for the comparison class reduced for the final assessment. Additionally, students in the focus class have increased their average achievement by approximately 2 sub grade bands (e.g. from a C to a B-).



*The use of daily reviews, participation tactics and longer cadence reviews have increased not only the grades but the engagement and attitude of students in my class. The progress made has helped several students to adopt a growth mindset and see that growth and improvement is possible. It has made the class a more enjoyable place to be where students often engage in friendly competition to see who can improve the most. Their apathy and attitude towards learning has dissolved and they are mostly a highly engaged class.*

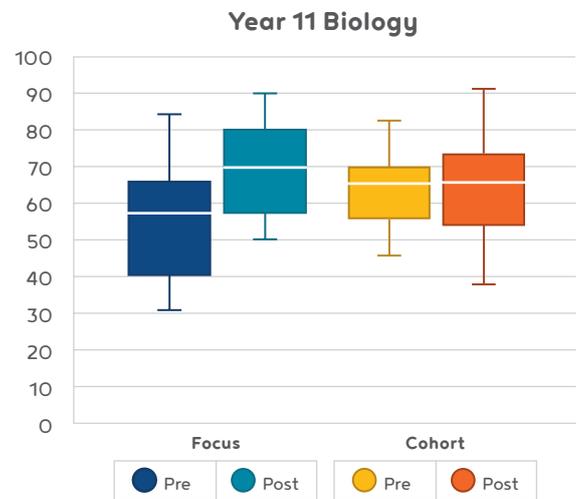
# Secondary Student Outcomes Stories

## Year 11, Biology

A Year 11 Biology teacher compared the performance of their class to the rest of the Year 11 cohort in practice school-assessed coursework and summative school-assessed coursework (SACs). They noted that their class had quite low motivation and achievement initially compared to the remaining cohort, but both measures improved over the course of the Masterclass.

The results of the students in their focus class improved significantly, with the median score increasing from 58% to 70%, whilst remaining static at 66% for the rest of the Year 11 cohort. They also noticed greatly reduced variation in their class performance, with the inter-quartile range decreasing compared to an increase in the remaining cohort.

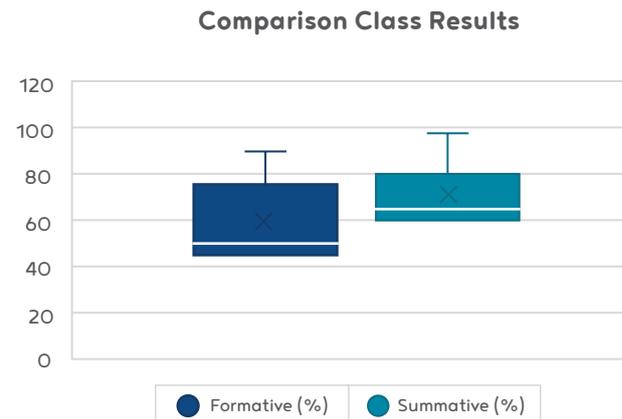
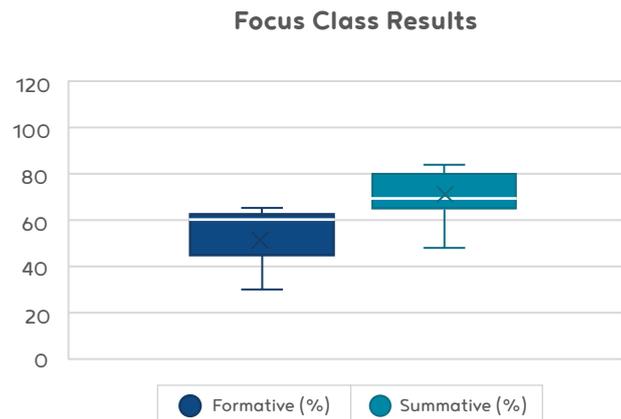
“  
 At first, I was concerned that the constant reviews would mean the novelty is lost, however, VCE students really gravitated towards this. I found that taking a bit of time to review and implement full participation strategies meant all (apart from outliers) were able to show growth in analysing case studies. This is a vital skill for next year.



## Year 12, Psychology

A Year 12 Psychology teacher completed three assessments throughout the course: all assessments were on Social Cognition. The teacher compared the results of their 2025 class (focus class) with another Year 12 Psychology class from the year before (the classes were of comparable size, however anecdotal evidence suggests the 2024 class may have had a higher average base ability). The 2025 class had exposure to the high-impact teaching strategies from the Teach Well Masterclass series.

The data highlights clear improvement in student achievement across both cohorts. While the 2024 and 2025 groups ended with similar summative averages of around 70%, the journey they took to get there is different. The 2024 group showed strong individual highs but also a wide spread of results for the middle 50% of students. By contrast, the 2025 group began at a lower baseline in the pre-unit assessment but demonstrated larger overall growth across the unit, with 75% of students in the summative assessment outperforming the top result in the formative assessment.



# Instructional Lead Fellowship

In 2025, Teach Well expanded the Instructional Lead Fellowship program to run both in person and online, to reach more Masterclass Alumni and Leaders across Australia. The team supported 70 participants from 30 schools from a large variety of contexts to scale and embed effective instruction in their schools. The Wheatbelt network in WA had 12 schools participate online, continuing their commitment to enhancing student outcomes through effective teaching, from design to delivery and beyond.

Participants reviewed research on the mechanisms required to implement effective professional development, elements to embed and sustain high-impact instruction and case studies for reflection, using our framework to support their planning. Coaching frameworks and multiple video examples were used to discuss coaching models, build instructional coaching capacity and accelerate the creation of low-variance curriculum.

Participants conducted a curriculum survey within a learning area of choice that provided a snapshot of the current reality of curriculum, and this data, along with their work within the program, helped teams to implement and iterate their Action Plans.

“

*I valued the structure of the whole professional learning course. Having a chance to work with the other participants from my school during the sessions was extremely helpful and allowed us to have a common understanding of where to go and how to get there.*

- Michele Hull, Teacher  
Wickepin Primary School

“

*I have really enjoyed all aspects of the course and the conversations that have stemmed from it. My colleague and I are really looking forward to implementing the action plan we created in the course. 2026 is going to be a great year for our school.*

- Morgan Dezotti, Deputy Principal  
Braeside Primary School

## As a result of the Instructional Lead Fellowship in 2025:



**100%**  
would recommend the ILF to other instructional leaders



**94%**  
feel their capacity as an instructional leader has increased.



**84%**  
of participants developed and implemented an action plan with their leadership teams to drive high-impact instruction at their school.



**92%**  
of participants identified opportunities to strengthen high-impact instruction at their school during the program.

# Curriculum Sharing and Development Project

In 2025, the three-day Curriculum Sharing and Development Project (CDP) was run for the first time to support curriculum teams in developing a low-variance curriculum for the humanities and science learning areas. All CECG secondary schools were invited to participate with 36 participants from 17 curriculum teams taking part.

Participants reviewed research on the benefits of a guaranteed and viable curriculum, developed a suite of low-variance curriculum documents and shared rich cross-school discussions. Teams also received personalised coaching feedback on their submitted curriculum materials.



## 100%

of participants feel their refined curriculum documents will more effectively support students retention, application and transfer of knowledge through successive relearning strategies.



## 94%

of participants would recommend the Curriculum Sharing and Development Project to other curriculum teams.



## 84%

of participants feel their refined curriculum documents will more effectively support students to master grade-level content.



## 92%

of participants feel the coaching calls were helpful in refining their curriculum documents.

## 91%

of participants believe the refinements made to their curriculum documents will more effectively provide teachers with evidence of student learning as they teach.

## 77%

of participants believe the refinements made to their scope and sequence document will more effectively minimise the workload of teachers in creating or adapting high-impact lessons.

## 77%

of participants believe the refinements made to their scope and sequence document will more effectively maximise the time available to teachers to focus on classroom practice, rather than creating lesson materials.

“

*This has been a very valuable experience. Having the time to further develop our learning programs to refine and improve the quality of our lessons, to ensure we don't just roll things over from one year to the next. Making decisions about what to include in our low variance curriculum and how we intend to teach, review and assess it has been extremely beneficial.*

- Natalie Hastings  
St Clare's College

“

*Excellent project. Gets you to rethink and challenge what you are already doing. Promotes renewal of resources.*

- Steve Summerville  
St Patricks Cooma

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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.



## Contact Us

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