

# THE LEARNING BLUEPRINT LOW SES IMPACT STUDY



**ABSTRACT** || From 2016-2019, the teachers at St. James Parish School in Ballarat, Australia participated in The Learning Blueprint program. St. James is a low SES Catholic primary school serving approximately 200 P-5 students.

During this period, average student NAPLAN\* reading scores increased from 358 to 466 (the highest in school history), while Year 3 to 5 reading, writing and numeracy growth scores significantly outpaced national averages. Meanwhile, the teachers demonstrated a significant increase in their ability to effectively apply key Science of Learning concepts in their practice.

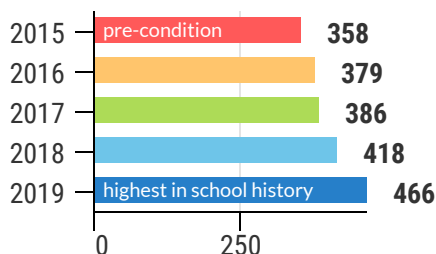
**ABOUT THE PROGRAM** || The Learning Blueprint is an award-winning professional development program designed to bring key Science of Learning principles to teachers and schools.

Developed by leading cognitive neuroscientist Dr. Jared Cooney Horvath, the aim is to deliver the latest and most impactful applications from the Learning Sciences; help teachers build a deep understanding of the learning process; and introduce an easy-to-use innovation tool called Micro-Projects. Through collaborative cycles of knowledge-building and evidence-gathering, teachers will identify and personalize those practices which maximize their impact within the classroom.

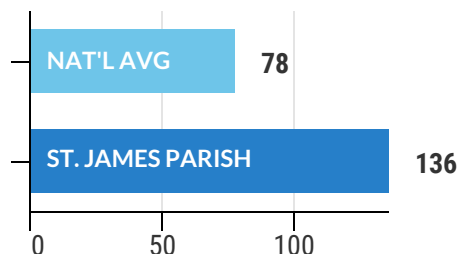


## STUDENT IMPACT

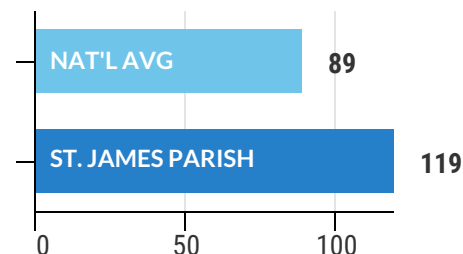
### Year 3 NAPLAN Reading Scores. \*



### Year 3 to 5 Reading Growth Scores.



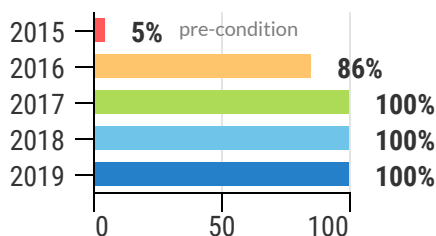
### Year 3 to 5 Numeracy Growth Scores.



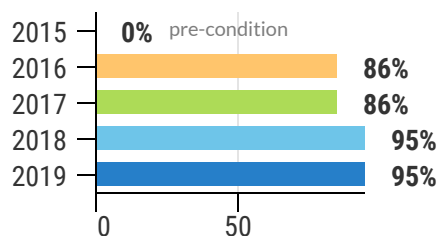
\* The National Assessment Program – Literacy and Numeracy (NAPLAN) is a national standardized test administered annually to Australian students.

## TEACHER IMPACT

### I understand how the brain works in relation to optimal learning. \*



### I can collect/interpret evidence and adapt strategies accordingly. \*



\* These graphs represent the % of participating teachers who 'agree' or 'strongly agree' with statements.

"Since Jared began working with St. James in 2016, our staff has operated as a cohesive, agile collective – so difficult to achieve in a profession filled with competing ideas. They are now 'researchers in action', and much more active in the education community. I'll forever be indebted to Jared!"



**Peter Fahey**  
Principal | St. James Parish

See the following pages for a full summary of The Learning Blueprint program impact at St. James Parish.

## The Learning Blueprint Low SES School Impact Data

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**SCHOOL NAME:** St. James Parish School | Ballarat, Australia

**SCHOOL DESCRIPTION:** A low SES Catholic primary school serving ~ 200 P-5 students.

**PROGRAM DURATION:** The teacher component of The Learning Blueprint was delivered over 4 years (2016-2019)

**COMPLETION NOTES:** 25 teachers completed full program

### **STUDENT RESULTS**

#### AVERAGE YEAR 3 NAPLAN SCORE (READING)

2015 (pre): 358

2016: 379

2017: 386

2018: 418

2019: 466 (highest in school history)

#### YEAR 3 to 5 READING GROWTH SCORES (5-YEAR AVG)

136 (national average = 78)

#### YEAR 3 to 5 WRITING GROWTH SCORES (5-YEAR AVG)

71 (national average = 61)

#### YEAR 3 to 5 NUMERACY GROWTH SCORES (5-YEAR AVG)

119 (national average = 89)

### **TEACHER RESULTS**

(Select Survey Results)

I understand how the brain works in relation to optimal learning (% agree / strongly agree)

2015 (pre): 0%

2016: 86%

2017: 100%

2018: 100%

2019: 100%

I understand how thinking processes impact learning and how this relates teaching (% agree / strongly agree)

2015 (pre): 5%

2016: 86%

2017: 95%

2018: 100%

2019: 100%

I can design a Micro-Project to test Science of Learning concepts in my practice (% agree / strongly agree)

2015 (pre): 0%

2016: 100%

2017: 100%

2018: 100%

2019: 100%

I can collect and interpret evidence, and adapt teaching strategies in accordance to this evidence (% agree / strongly agree)

2015 (pre): 0%

2016: 86%

2017: 86%

2018: 95%

2019: 95%

I have been able to effectively apply Science of Learning concepts to my practice (% agree / strongly agree)

2015 (pre): 0%

2016: 86%

2017: 86%

2018: 95%

2019: 95%

I would recommend this PL program to other schools/colleagues? (% yes)

2015 (pre): 5%

2016: 100%

2017: 100%

2018: 100%

2019: 100%

### **(Micro-Projects)**

Number of Micro-Projects Completed by Teaching Staff (~25 Teachers)

2015 (pre): 0

2016: 22

2017: 32

2018: 34

2019: 39

*Note: Select Micro-Project Examples Available Upon Request*