

THE LEARNING BLUEPRINT SCHOOL IMPACT STUDY



ABSTRACT || From 2017-2019, the teachers at Genazzano FCJ College in Melbourne, Australia participated in The Learning Blueprint program. Genazzano is a private all-girls Catholic school serving ~1,000 P-12 students.

During this period, the median student ATAR score increased from 85.5 to 90.0, while the percentage of students whose ATAR score exceeded 90.0 rose from 36% to 50% (the highest in school history). Meanwhile, the teachers demonstrated a significant increase in their ability to effectively apply key Science of Learning principles in their practice.

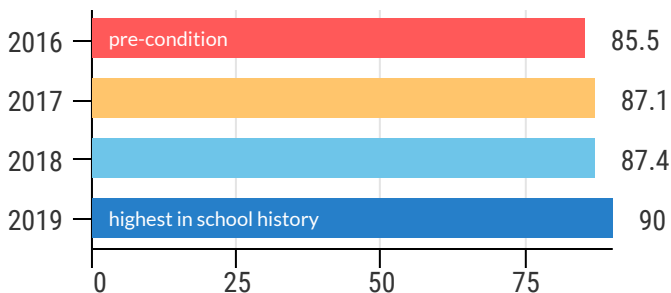
ABOUT THE PROGRAM || The Learning Blueprint is an award-winning professional development program designed to bring key Science of Learning principles to teachers and schools.

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.

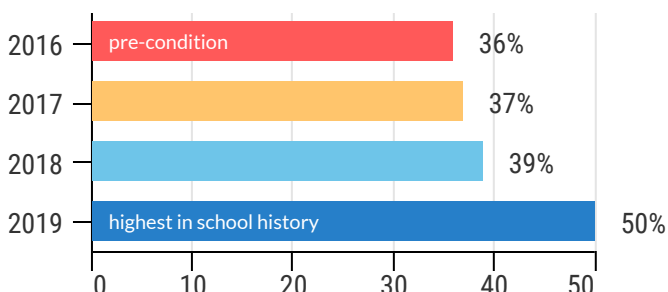


Student Impact

MEDIAN ATAR SCORE

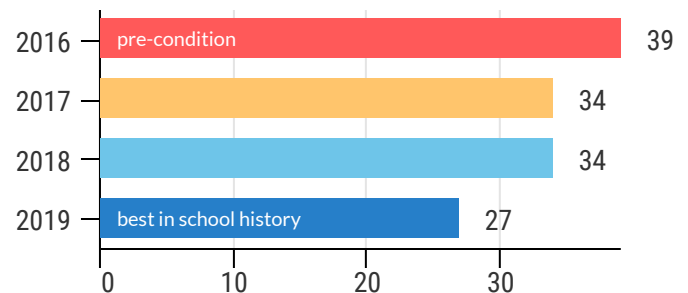


% OF STUDENTS WITH ATAR SCORE >90



School Impact

BETTER EDUCATION RANKING (AUSTRALIA)



2019 BETTER SCHOOL SURVEY (VICTORIA)

Academic Program: 8.30 (Similar School Mean: 7.48)
Learning Outcomes: 8.48 (Similar School Mean: 7.55)

2019 SCHOOL AWARDS

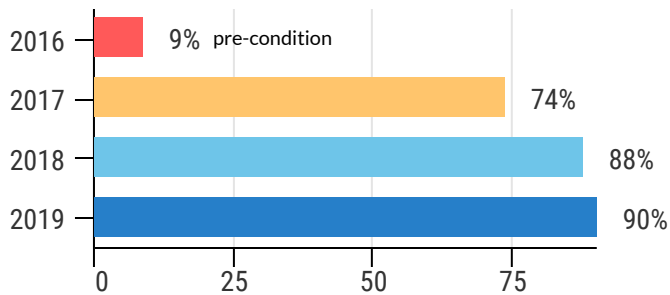
Australian Education Excellence Award: Best Professional Learning Program

THE LEARNING BLUEPRINT

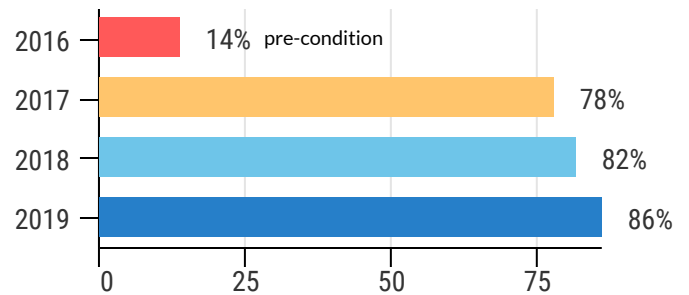


Teacher Impact

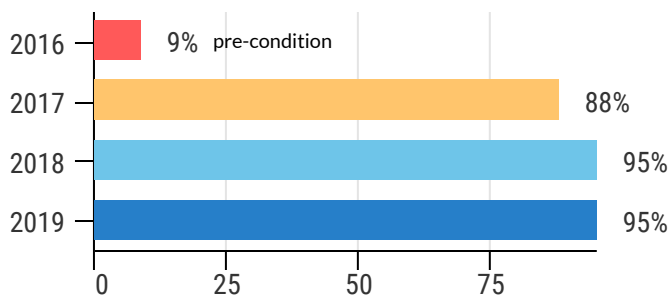
I understand how the brain works in relation to optimal learning.*



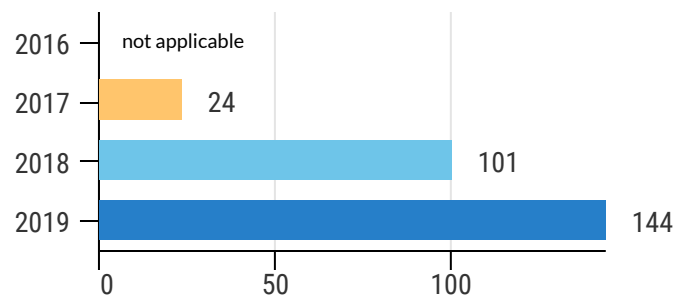
I understand how thinking processes impact learning, and how this relates to effective teaching.*



I have been able to effectively apply Science of Learning concepts in my practice.*



Number of Micro-Projects completed among the teaching staff (~75 teachers)



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

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I had the privilege of working closely with Jared for over four years while he guided our PD program. His passion and expertise are infectious, inspiring teachers to learn and discover more about the Science of Learning. **Teachers thrive on professional learning that has practical application – and Jared delivers this in spades!**



Karen Jebb
Principal | Genazzano FCJ College

“

The Learning Blueprint has been hugely successful at our school. The data has showed **improvements in student study practices and exam performance, as well as in overall teacher effectiveness.** I highly recommend Dr. Horvath to any school that wants to engage learners, boost performance and drive better outcomes for all.



Catherine Brandon
Director | Genazzano Institute of Learning & Brain Sciences

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Learning *why* and *how* my brain actually works was **way more helpful and personally relevant than someone just handing me a random list of success tips.** I never studied much before The Learning Blueprint, but I now use many of the strategies taught by Dr. Horvath.



Carrington
Year 9 Student

NOTES || The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all other students in their age group across the nation.



The Learning Blueprint School Impact Data

SCHOOL NAME: Genazzano FCJ | Melbourne, Australia

SCHOOL DESCRIPTION: A private all-girls Prep-12 school in with ~75 teachers and ~1,000 students

PROGRAM DURATION: The teacher component of The Learning Blueprint was delivered over 3 years (2017-2019)

COMPLETION NOTES: 72 teachers completed full program

STUDENT RESULTS

MEDIAN ATAR

2016 (pre): 85.5

2017: 87.1

2018: 87.4

2019: 90.0 (highest in school history)

% STUDENTS WITH ATAR <90

2016 (pre): 36%

2017: 37%

2018: 39%

2019: 50% (highest in school history)

SCHOOL RESULTS

BETTER EDUCATION RANKING (Australia-wide)

2016 (pre): 39

2017: 34

2018: 34

2019: 27 (highest in school history)

2019 BETTER SCHOOL EFFECTIVENESS SURVEY (National: Victoria)

Academic Program: 8.30 (Similar Schools Mean – 7.48)

Learning Outcomes: 8.48 (Similar School Mean – 7.55)

SCHOOL AWARDS

Australian Education Excellence Award – Best Professional Learning Program

TEACHER RESULTS

(Select Survey Results)

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

2016 (pre): 9%

2017: 74%

2018: 88%

2019: 90%

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

2016 (pre): 14%

2017: 78%

2018: 82%

2019: 86%

I can design a micro-project to test SOL concepts in my practice (% agree / strongly agree)

2016 (pre): 0%

2017: 68%

2018: 95%

2019: 95%

I can collect & interpret evidence and adapt strategies in response to this evidence (% agree / strongly agree)

2016 (pre): 14%

2017: 68%

2018: 95%

2019: 95%

I have been able to apply concepts from SoL to my practice (% agree / strongly agree)

2016 (pre): 9%

2017: 88%

2018: 95%

2019: 95%

Would you recommend this PL to other schools / colleagues?

2016 (pre): N/A

2017: 93%

2018: 95%

2019: 93%

(Micro-Projects)

Number of Micro-Projects Completed by Teaching Staff

2016 (pre): 0

2017: 24

2018: 101

2019: 144

Select Micro-Projects (Full Projects Available Upon Request)

Project Name	SOL Principles/ Learning Strategies	Year Levels/ Subject	No. of teachers
Improving confidence and achievement levels when solving exam style problems under test conditions	Embracing Error; Repetition; Leveraging learning context	Year 11 Maths	1
Building children's confidence with taking risks to climb trees in a natural bush setting	Scaffolding skills; Building resilience;	Early Learning Centre Personal Development	3
Navigational Skills: If students are exposed to learning in a variety of forums how will this impact their application to a camp setting?	Learning transfer of learning to new context	Year 10 Outdoor Education	1
Exploring High Impact Writing Strategies - practice based evidence	Priming; Goals; feedback; Recall; Self-regulation; Modelling; Different writing approaches: Explicit teaching	P-Year 6	10
Visual scaffolding of pair oral story retelling in French to bridge the gap between whole class and pair oral work	Images and spoken word combine for better learning	Year 7 French	2
Increasing the rate of appropriate analytical words and phrases used by students when writing a comparative text response	Learning Trajectory - guiding surface knowledge to deeper level learning and consolidation; Concepts application	EAL class	1
Increasing student engagement in peer presentations	Active recall v passive review; Pre-activate strategies to guide learning	Cross - Curricular: Year 9 Geog VCE History Year 10 ECOS VCE Physics Year 7 English	5
Provide structures to reflect on feedback after assessments. How will it impact students' understanding of their learning progress and what they need to do next to move forward?	Engaging with feedback; Priming; Embracing error; Goal setting	VCE Psychology	1