From Evidence to Impact

Strengthening First Nations mathematics learning through assessment-informed practice.

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Research and Evaluation Notes

The following sections document the study design, evidence base, limitations and Phase Two plans. They are intended for readers interested in the methodological rigour behind the case studies presented in Part One.

RESEARCH VALIDATION
Validating the hypothesis: what the evidence supports and what comes next

The stated hypothesis

This study was designed to examine whether professional and instructional support provided to educators — combined with formative assessment and evidence-informed practices — positively influences classroom mathematics instruction, student confidence, engagement, and learning progress for First Nations educators.

This section evaluates the strength of evidence assembled across the three schools, identifies what has been validated, what remains partially evidenced, and what a second phase of the study would need to establish to move from promising early signals to a validated impact claim.

1. All four educators began with a clearly stated professional need

Prior to engaging with Essential Assessment and the associated professional support, each educator named a specific gap in their practice. These gaps were captured at the start of the study and were not inferred retrospectively.

The Bentley Park educator completed a Teacher Survey - Starting Point on 13 March 2026. Her responses showed high general confidence: 5 out of 5 on both understanding what students need to progress in mathematics (Q1) and using assessment data to inform day-to-day teaching decisions (Q2). However, Q3 to Q5 revealed that this confidence was broad rather than specific.

Q	QUESTION	RESPONSE
Q1	How confident are you in understanding what students need to progress in mathematics?	5 / 5 — Very confident
Q2	How confident are you in using assessment data to inform day-to-day mathematics teaching decisions?	5 / 5 — Very confident
Q3	Looking at your class data, which students are you most concerned about and why?	"Those who are well below the average mark"
Q4	What professional support would be most helpful to you in teaching mathematics this term?	"Using manipulatives"
Q5	Is there anything else you would like us to know about your class before assessments begin?	"Class results — in-class assessment results"

This pattern — high general confidence, low specific knowledge — is a meaningful finding in itself. The educator was not lacking in professional commitment or experience. She was lacking the diagnostic specificity that curriculum-aligned assessment provides. She knew students were struggling; she did not yet know exactly what they needed next, or how to use data to inform the daily instructional decisions that would respond to that need.

The Wilcannia educators articulated the same need independently: they wanted to use Essential Assessment to identify where their students were in their learning relative to curriculum expectation. In a multi-age setting, they previously lacked both the data and the skill to identify specific Daily Review targets that would support retrieval practice across different year levels simultaneously.

The Bathurst educator entered the study seeking a programme that could tell her where her students were so she could respond to their learning gaps. Her question — "what programme do I use around improving the outcomes?" — was the natural next question once assessment had created visibility: she could now see who needed support, and she needed guidance on what to do next.

2. Professional support was structured, documented and progressive

At Bentley Park, five online professional learning sessions were conducted across the study period (five months). The support followed an explicit coaching model documented in session records:
Year 4: the facilitator modelled the full programme structure, including data analysis, Daily Review planning, the three-section lesson plan and assessment use.
Year 2: less pre-planning was done deliberately, so that the educator and facilitator would plan together in a collaborative phase, building towards the educator planning independently by the end of the year.
Session records confirm that the support covered: assessment configuration and approval, Daily Review delivery via mini-whiteboards, concept insight cards, exit strip evidence collection, manipulative integration, and lesson planning documentation. The educator recorded manipulatives used in a working planning document, creating a real-time record of instructional decisions alongside assessment data.

A follow-up meeting was scheduled at three-week intervals to review implementation data, including student work samples, Flexi session completion, and assessment results. This level of documentation means that frequency, content and progression of support are all traceable at Bentley Park, providing the study with a clear record of what the professional support actually consisted of.

"This is a very comprehensive plan for the maths for the First Nations students."
— Bentley Park educator, professional support session, Term 1, 2026

3. Assessment created a shift from broad concern to specific knowledge

Before the assessment, the Bentley Park educator could identify students of concern in broad terms: those well below the average mark. After the assessment and professional support sessions, she could identify specific students by MTSS tier, specific concepts requiring explicit teaching versus Daily Review consolidation, and specific manipulatives appropriate to each learning intention.

This shift — from "who is struggling" to "what do they need next and how do I teach it" — is the core claim of the study. The assessment created the visibility. The professional support built the capacity to act on it. The instructional impact data at Bentley Park provides evidence of the changes observed following those teaching actions.

"You've shown me a different way of tackling the maths, and for me that works really well because it's simplified and clarified."
— Bentley Park educator, professional support session, Term 1, 2026

A final programme review provided a further indicator of this shift: rather than relying on results provided to her, the Bentley Park educator began generating her own evidence — independently building spreadsheet views and filtering by demographic to establish baseline performance ahead of the project's introduction. The coach's observation that her tracking skill "has improved as well" suggests the shift documented above extends beyond interpreting data to producing it.

4. Cultural responsiveness was active, named and consistent

Cultural responsiveness was not a background assumption in this study. It was an active feature of implementation discussed directly with educators at each site.

At Bentley Park and Bathurst, the educator responsible for First Nations student support is a First Nations person. Cultural knowledge was embedded in how assessment evidence was interpreted and how the instructional response was framed at both sites.

At Wilcannia, educators were asked directly during professional conversations whether the Daily Review approach — specifically mini-whiteboard activities — aligned with approaches they identified as responsive to these students and their local context. They confirmed that it did, and specifically named movement and the use of manipulatives as features that supported engagement and aligned with what they knew about these students, their relationships and the local learning context.

Across all three schools, educators identified movement, concrete materials, and active participation as approaches that supported engagement and aligned with what they knew about these students, their relationships and the local learning context. The Bentley Park educator named underuse of manipulatives as a longstanding systemic gap — noting that even up to Year 6, students sometimes need concrete materials to revisit foundational concepts. This was not incidental: it reflects an instructional alignment that educators at each site identified as appropriate to their students and context.

At Bentley Park, this alignment extended to how the educator viewed physical learning tools. In the same review, she described a shift from treating manipulatives as classroom extras to treating them as structured instruments for teaching: "I'm using so much more manipulatives with these students that it's like, no, it's not a toy, we're using it to build—a tool for learning." This reinforces the point above regarding the systemic underuse of concrete materials, now evidenced in the educator's own instructional language.

5. Early signals of student confidence and engagement are present

The Starting-Point Survey at Bentley Park documents two very different emotional starting points before teaching began. The finding that five of six Year 4 students felt worried or nervous before mathematics shaped the entire term's instructional approach. The instructional evidence shows that hands-on, manipulative-rich explicit teaching — rather than abstract or retrieval-based approaches — produced the strongest outcomes for this cohort.

At Wilcannia, the educator reported strong and immediate student engagement with EA mathematics. In a remote multi-age setting where engagement is a known risk factor for learning continuity, this is a relevant early signal even without a formal measure.

A final programme review at Bentley Park added a further, more immediate signal: the coach observed the class actively "loving it" and internalising the programme's vocabulary prompts, with the educator noting that students were "saying it before I even get there." Alongside the Starting-Point Survey findings above, this suggests the affective shift begun in Term 1 was sustained through to the end of the study period.

6. A within-school contrast exists at Bentley Park

During 2026, broader school policy at Bentley Park limited the use of Essential Assessment across the school. However, students participating in the First Nations project had previously used Essential Assessment within their regular classrooms and received approval for continued assessment as part of the project. This enabled a more complete implementation of the Essential Assessment model for this cohort than for the wider school population.

As a result, the project provides a natural within-school comparison. Phase 2 could explore whether differences in implementation are associated with differences in teaching practice, student engagement and learning outcomes, and the extent to which implementation depth contributes to those findings.

7. Educators are requesting continuity, not a one-off handover

A further finding from the final programme review is that the Bentley Park educator explicitly asked for ongoing partnership meetings to protect the progress made, rather than treating the coaching relationship as complete:

"If I don't keep meeting with you, then I'm going to lose my way and kind of think, well, have I done it right?"
— Bentley Park educator, final programme review, Term 2, 2026

This is a meaningful finding for Phase 2 design. It suggests that early capability gains are real but not yet self-sustaining, and that the value documented in this study depends on maintaining — not tapering — the coaching cadence established in Term 1.

8. Leadership is seeking sustainable evidence use, not increased testing volume

The Bentley Park principal raised a related priority during the same visit: avoiding a cycle of continuous testing without real reflection, and instead prioritising actionable data visibility to keep strategic initiatives correctly aligned. The principal also noted that regular, expert communication is essential for maintaining consistent instructional practice across the school. This is consistent with the educator-level finding above: sustained value depends on structured, ongoing support rather than assessment volume alone.

What remains partially evidenced

The following gaps do not invalidate the findings. They identify what Phase 2 must address to move from early signals to validated impact claims.

- **Post-measures of educator knowledge.** The Bentley Park pre-survey is documented. The post-survey — measuring how specifically the educator can identify student needs after the assessment and support — is the critical comparison point not yet available for this report.
- **Professional support frequency across Bathurst and Wilcannia.** Session records at Bentley Park are detailed. Equivalent records for Bathurst and Wilcannia need to be documented at the same level for cross-site comparison.
- **Attribution of change to support versus platform.** At all three schools, professional support and platform access were introduced together. A comparison school would allow this distinction to be examined.
- **Longitudinal student progress.** All findings are from a single semester. Semester 2 assessments and a year-end measure are required to determine whether early signals translate into full-year growth.
- **Consistent student confidence measures.** Bentley Park has the Starting-Point Survey. Wilcannia has educator observation. Bathurst does not have a student-level confidence measure.

STUDY DESIGN
Strengths and limitations

Strengths

- Educator need documented prospectively — not inferred after the fact.
- Bentley Park pre-survey creates a genuine before measure of educator knowledge specificity.
- Instructional impact analysis at Bentley Park examines why teaching worked, not just whether scores improved.
- Disaggregation by year level, strand and MTSS tier at Bathurst prevents averaging over First Nations learners.
- Cultural responsiveness discussed directly with educators and confirmed as active, not assumed.
- "I do / we do / you do" coaching model documented and replicable.
- Within-school contrast at Bentley Park provides a natural Phase 2 comparison point.

Limitations

- Small samples (14 students at Bentley Park, 21 at Wilcannia). Proof-of-concept only.
- Single semester. PRE to MID is a starting signal, not sustained impact.
- No external comparison: platform and support introduced simultaneously.
- Post-measures of educator knowledge not yet available.
- Inconsistent student confidence measures across sites.
- Cultural alignment and engagement evidenced primarily through educator voice.

The comparison school

The exploratory comparison school provides an important point of reference for understanding the contribution of structured professional support alongside Essential Assessment. The data demonstrates that access to the platform alone can produce strong outcomes for individual students and cohorts. For example, the Year 5 cohort and several individual students demonstrated substantial growth without participation in the structured coaching model. This suggests that Essential Assessment has value as a standalone assessment and evidence-gathering tool.

The comparison also highlights where additional professional support appears to make the greatest difference. In the exploratory school, assessment evidence was successfully used to identify students and cohorts requiring attention, leading to appropriate actions such as leadership discussions, wellbeing referrals, consultation with Aboriginal Education Officers, and investigation of classroom or curriculum factors. These responses demonstrate effective use of assessment to recognise emerging needs.

What is less evident is the translation of assessment evidence into targeted instructional action within the platform itself. Unlike the three case study schools, there was limited evidence of assessment results informing Daily Review planning, MTSS tiering, targeted retrieval practice, instructional impact monitoring, or systematic reflection on how assessment had changed teachers' understanding of their students.

The Year 3 Statistics results illustrate this distinction. The decline from 60% to 20% of students on track was clearly identified through assessment. In the comparison school, this prompted further investigation. Within the supported implementation model, the same evidence would typically be used to identify the precise curriculum content requiring attention, develop targeted Daily Review activities, determine where explicit teaching was required before retrieval practice, and monitor subsequent assessment evidence to evaluate the impact of the instructional response.

This comparison suggests that the greatest contribution of structured professional support is not improving the assessment itself, but strengthening educators' capacity to interpret evidence and translate it into precise, curriculum-aligned teaching actions. The platform identifies where support is required; professional learning and coaching help educators determine the most effective instructional response and evaluate whether that response has improved learning.

PHASE TWO
What would validate the hypothesis

To move from promising early signals to a validated impact claim, Phase 2 of the study should:

Phase 2 Design

1. Administer consistent pre and post measures across all schools: PRE, MID, and POST assessments; Starting-Point Survey at PRE; student confidence survey at PRE and POST; educator assessment knowledge survey at start and end of year.

2. Administer the post-survey at Bentley Park as a priority. The final programme review gives strong qualitative evidence of growth in the educator's diagnostic knowledge — independent spreadsheet analysis, precise language about student needs — but without the matched post-measure this remains descriptive rather than validated.

3. Document professional support dosage at all sites: sessions, format, facilitator, focus area, educator response.

4. Include a comparison school with EA access but no structured professional support, to examine what the support adds beyond platform access.

5. Follow students to year-end to determine whether PRE-to-MID signals translate into full-year growth.

6. Capture AEO involvement at each site: document how First Nations cultural knowledge was integrated into assessment interpretation and instructional planning.

7. Replicate the Bentley Park instructional impact analysis at Wilcannia and Bathurst.

8. Document the within-school contrast at Bentley Park between the First Nations project cohort and the broader school population.

9. Test whether a continued coaching cadence, rather than a taper to independence, is what sustains instructional gains — using Bentley Park's explicit request for ongoing partnership meetings as the starting comparison point.

10. Capture the school leadership perspective systematically at all three sites, not only Bentley Park, to establish whether prioritising actionable data visibility over testing volume is a site-specific condition for success or a general one.

The three case studies in this report represent Phase 1: a proof-of-concept study that establishes the conditions, documents early signals and identifies the right questions for Phase 2. The findings are honest, the signals are encouraging, and the design for Phase 2 is now clear.

These findings also suggest that sponsorship and partnership activity has the greatest impact when it moves beyond symbolic support and becomes embedded in the practical work of teaching. The professional support documented here was not generic professional development. It was specific, responsive, curriculum-aligned and structured to build educator independence. That specificity is what distinguishes it from platform access alone — and what Phase 2 should set out to measure.

APPENDIX A
School snapshot: St Therese's Community Parish School, Wilcannia
From evidence to action

School: St Therese's Community Parish School, Wilcannia, NSW

Context: Small remote Catholic school, two multi-age classes, Years 1-6

21 students completed a Number and Algebra Common Grade Assessment, Term 1, 2026

What happened

The initial assessment established a clear starting point across a multi-age class. The most pronounced gaps were in Years 5 and 6. MTSS reporting surfaced common needs across age groups. The Daily Review Planner translated assessment evidence into targeted learning goals across four mathematical proficiencies: understanding, fluency, problem-solving, and reasoning.

Key signals

- Assessment evidence: specific learning needs made visible across a multi-age setting
- MTSS utility: surfaced common needs, informed grouping and whole-class or small-group decisions
- Daily Review: more targeted and purposeful than previous approaches
- Student response: strongly positive engagement with EA mathematics
- Implementation stage: early - shift from evidence to action already visible

Educator voice

"It's already made a bit of a difference … and we're only just at the beginning."

The implementation is still in its early stages, but the shift from evidence to action is already visible. Further assessment cycles will show whether this momentum translates into measurable growth.

APPENDIX B
School snapshot: St Philomena's Catholic School, Bathurst
Making every student visible

School: St Philomena's Catholic School, Bathurst, NSW

31 First Nations students tracked across mathematics and English

CGA PRE and MID assessments, Semester 1, 2026

MTSS tier analysis: Years 1-6 (Kinder n = 6 PRE only, not tiered)

MTSS movement: Years 1-6 (n = 25 tiered)

TIER	PRE		MID
Tier 3 Enable Support Increased — more accurate identification of students requiring intensive support	**1** **4%**	→	**2** **8%**
Tier 2 Enable Monitor Reduced — fewer students requiring supplementary monitoring	**10** **40%**	→	**8** **32%**
Tier 1 Universal On Track Increased — more students meeting the expected curriculum benchmark	**11** **44%**	→	**12** **48%**
Tier 2 Extend Extend Stable — no change in students working above expectation	**3** **12%**	→	**3** **12%**
Monitor + Support: 44% → 40% | On Track: 44% → 48% | Extend: 12% stable			

Year-level highlights

Strengths to sustain

- Year 2 English: First Nations 67% vs school average 29% (+38pp above school)
- Year 3 Measurement and Space: 100% of 5 First Nations students on track (60% to 100%)
- Year 4 Number and Algebra: First Nations 67% vs school 39% (+28pp)
- Year 4 English: 100% vs school 68% (+32pp)

Risks to address

- Year 5: three strands declining - Number and Algebra 60% to 40%, Statistics 80% to 40%, English 80% to 60%
- Year 6: 60% of First Nations students in Monitor or Support ahead of secondary transition
- Year 6 Number and Algebra: PRE was 0%, improving to 40% at MID but still significantly below expectation

Recommended actions

- Year 6: Named transition plans for three students, built with the Aboriginal Education Officer, including high school liaison and named contacts
- Year 5: Individual student conversations in Week 1 of Semester 2, involving AEO to check cultural responsiveness of Semester 1 instruction
- Grades 2 and 4: Document and share what is working - scheduling, teacher relationships, literacy integration, culturally responsive practice
- Whole staff: Share this data in Week 1 and ensure every teacher knows their First Nations students by name, tier and trajectory

Educator voice

"What I probably need help with is knowing which programme or approach to use to improve the outcomes."

This is not a gap in the school's capability. It is the natural next step after achieving visibility, and it is the professional support question that partnerships like this one are well placed to answer. Assessment identifies the need - professional guidance connects that need to an appropriate teaching response.

APPENDIX C
School snapshot: St Therese's School, Bentley Park
Building an assessment culture

School: St Therese's School, Bentley Park, QLD

14 students (Year 2: 8 students, Year 4: 6 students) - multi-age class

AC v9.0 Mathematics | Term 1, 2026

Starting-Point Survey + CGA PRE + Instructional Impact Analysis to MID

The assessment cycle

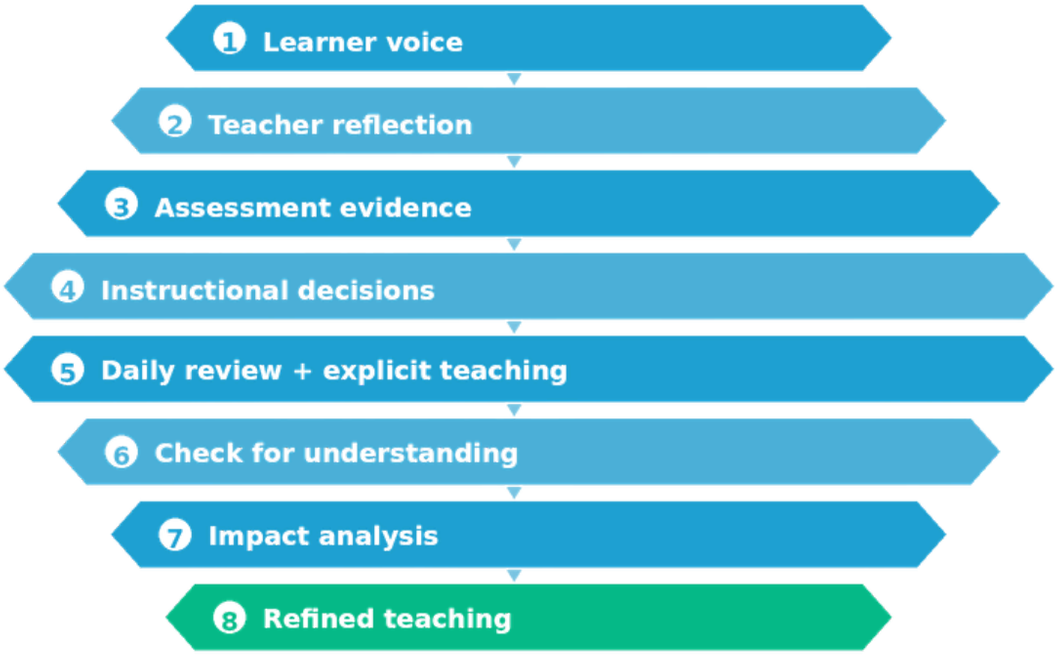


Figure 1. The Bentley Park assessment cycle

Starting-point survey

Year 2

- 7 of 8 students: high confidence before mathematics
- Named needs: counting, place value, expanded form, subtraction
- Ready for Daily Review and consolidation

Year 4

- 5 of 6 students: worried or nervous before mathematics
- Named needs: multiplication, division, fractions
- Affective pattern was the first instructional priority

Instructional impact

Year 2

- AC9M1N01: 50% to 100% - Daily Review was associated with full cohort success on the assessed descriptor
- New content (4-session explicit): 33-44% at first MID
- Low baseline codes (25%) did not respond to review alone

Year 4

- Estimation: +42pp, number patterns: +34pp
- Algebra - multiplicative grouping: 100% (hands-on explicit)
- Two codes at 17% despite explicit teaching - representation must change

The central insight

- Daily Review consolidates what students already partially know.
- Explicit teaching with concrete materials is required when the concept has not yet formed.
- Assessment reveals not only what changed, but which instructional approaches should be continued, adjusted or replaced.
- The conversation shifts from "did students improve?" to "why did this approach work or not?"

Educator voice

"You've shown me a different way of tackling the maths, and for me that works really well because it's simplified and it's clarified."
— Bentley Park educator, final program review, Term 2, 2026

The same review documented independent data-skill growth (spreadsheet building and demographic filtering), a shift towards using manipulatives as structured teaching tools rather than toys, and strong, sustained student engagement with the programme's vocabulary routines. The educator also asked to continue regular partnership meetings, stating she would otherwise "lose my way" without them.

Leadership voice

The principal's priority was avoiding a cycle of continuous testing without real reflection, favouring actionable data visibility to keep strategic initiatives aligned, supported by regular, expert communication to maintain consistent instructional practice.

APPENDIX D
At-a-glance: four key messages

The following four panels summarise the core message from each school and from the combined case study series. These are suitable for use as standalone communication materials.

FROM EVIDENCE TO ACTION

St Therese's Community Parish School, Wilcannia

Assessment informed targeted Daily Review, clearer MTSS decisions and responsive teaching in a complex multi-age classroom. Specific learning needs became visible. Daily Review became more targeted. Students responded positively to EA mathematics.

"It's already made a bit of a difference... and we're only just at the beginning."

Assessment informs teaching.

MAKING EVERY STUDENT VISIBLE

St Philomena's Catholic School, Bathurst

Disaggregated evidence enabled leaders to celebrate strength, identify emerging risk and plan targeted support for 31 First Nations learners. Monitor + Support reduced from 44% to 40%. Strong outcomes in Years 2, 3, and 4 were made visible. Year 5 support and Year 6 transition planning were prioritised.

"The greatest impact was the visibility the evidence created."

Visibility informs action.

BUILDING AN ASSESSMENT CULTURE

St Therese's School, Bentley Park

Learner voice, teacher reflection and assessment evidence were combined to evaluate which teaching approaches worked and what needed to change. Year 2 Daily Review moved one descriptor from 50% to 100%. Year 4 estimation improved by 42 percentage points. Following hands-on algebra teaching, all students demonstrated the assessed understanding at MID.

"Assessment revealed not only what changed, but why."

Evidence refines teaching.

FROM EVIDENCE TO IMPACT
First Nations Case Study Series | 2026

Three schools. Three complementary stories. One shared message: assessment has the greatest value when educators are supported to interpret evidence and act on it.

Wilcannia: responsive classroom practice.

Bathurst: leadership visibility and MTSS.

Bentley Park: learner voice and instructional impact.

"Assessment is more than a measure of learning. It becomes the bridge between learner voice, informed teaching and improved opportunity."

Learner voice. Visibility. Informed action. Impact

APPENDIX E
The exploratory comparison school: assessment without structured professional support

De-identified data | NSW CGA PRE to MID | Semester 1, 2026

Cohort: 20 First Nations students | Years 1-6 | NSW CGA

EA access: standard subscription

Professional support: standard onboarding only — no structured coaching, no professional learning sessions, no instructional planning support

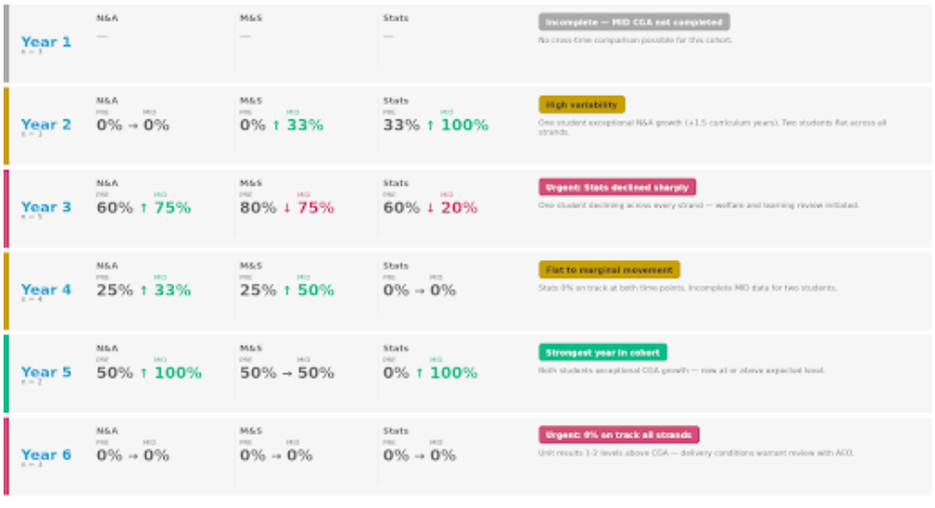
Note: all student data has been de-identified. Individual students are not named in this report.

Why an exploratory comparison matters

The three study schools received both EA platform access and structured professional support simultaneously. This means it is not yet possible to attribute observed improvements to the platform alone, the coaching alone, or their combination. The exploratory comparison school addresses this directly: it has used EA with standard access across a comparable First Nations cohort, with no structured professional support beyond initial onboarding.

Comparing the two conditions — assessment plus structured support versus assessment with standard access — allows the study to begin examining what the professional support adds beyond platform access alone. This comparison is preliminary, not definitive, because the schools differ in curriculum framework, size and context. It is presented as directional evidence, not proof.

Year-level CGA results: PRE to MID



Colour key: Mint border = positive signal | Yellow = mixed | Rose = concern requiring action | Grey = incomplete data. Expected levels: Yr1=1.0, Yr2=1.5, Yr3=2.5, Yr4=3.5, Yr5=4.5, Yr6=5.25. On track = at or above expected.

Growth distribution across the cohort

Growth category	Records	Notes
Exceptional growth (+1.5 or above)	**5**	Concentrated in Years 2 and 5. Strong individual results without coaching.
Strong growth (+0.5 to +1.25)	**13**	Spread across Years 2-6. Present even without structured support.
Flat (0)	**24**	Largest single category. No movement in either direction.
Declining (below 0)	**20**	Range -0.25 to -1.25. Includes Year 3 Statistics group decline and one student declining across all strands.

What the comparison reveals

The exploratory comparison school data shows that EA platform access alone can produce some strong individual results — the Year 5 cohort and several individual students demonstrated exceptional growth without structured coaching. This is an important finding: the platform has genuine value as a standalone assessment tool.

However, the data also reveals what happens when assessment evidence is identified but there is no structured support to translate it into an instructional response. Across the exploratory comparison school, the actions generated by the data are appropriate — welfare referrals, leadership conversations, AEO contact, investigation of CGA delivery conditions — but they are not connected to EA's specific instructional features. There is no Daily Review planner built from the identified gaps. There is no MTSS tiering of the cohort. There is no instructional impact analysis. There is no educator survey capturing what the teacher now knows about their students that they did not know before.

The Year 3 Statistics decline — from 60% to 20% on track — is the clearest illustration. The data identified the decline. Without coaching, the response was to flag it for investigation. With structured support, the response would be: here is the specific Stats content the cohort needs, here is how to configure a Daily Review targeting those descriptors, here is which concepts require explicit teaching before retrieval, and here is how to check whether it is working.

That gap — between identifying a need and knowing how to use the platform's tools to respond to it — is exactly what the professional support in the three study schools was designed to bridge.

What structured support would add to the exploratory comparison school

- **MTSS tiering of the cohort:** currently tracked at year-level percentage only. Tiering to Support, Monitor, On Track and Extend would identify which individual students need what level of response.
- **Daily Review Planner built from identified gaps**: Year 3 Statistics decline and Year 4 Statistics (0% at both time points) are ready for a targeted retrieval sequence.
- **Educator pre-survey:** capturing what the teacher currently knows about each student — and what they need to know — before Semester 2 begins.
- **CGA delivery review for Year 6:** the consistent gap between unit results and CGA results suggests the assessment conditions may not reflect student capability. Structured support would address this with the AEO and class teacher together.
- **Year 1 MID CGA completion:** without MID data, Semester 2 planning for this cohort is guesswork. Completing the data is the first support task.
- **Instructional impact analysis:** connecting the teaching decisions made in Semester 1 to the assessment movements seen at MID — and using that analysis to plan Semester 2 more precisely.

The next step

This data represents exactly the starting point from which structured professional support is most valuable. The assessment has done its job: it has made the learning visible, identified where growth is occurring, flagged where urgent action is needed, and raised important questions about assessment conditions and instructional response.
The support offer for Semester 2 is this: to work with the educators at this school in the same way the three study schools were supported — starting from what the data shows, building the educator's capacity to respond to it, and tracking whether that response produces movement in the next assessment cycle.

If that support is taken up, the exploratory comparison school becomes a Phase 2 study school. The data collected in Semester 1 without support becomes the baseline. The Semester 2 data collected with support becomes the comparison. And the study gains exactly the before-and-after, same-school, same-cohort evidence it currently lacks.

The platform identified the need. The professional support is what connects that need to an instructional response. This school now has both the data and the offer.

Glossary of terms	
Term	**Meaning in this report**
CGA (Common Grade Assessment)	An Essential Assessment curriculum-aligned assessment used at three points across the year: PRE (start of year), MID (mid-year) and POST (end of year). Results are reported on a scale aligned to curriculum expectations.
PRE / MID / POST	The three assessment time points: beginning of year, mid-year and end of year. PRE and MID data are reported in this study.
MTSS (Multi-Tiered System of Supports)	A symmetrical framework for identifying and supporting students at all levels of need. In EA, students are placed into four tiers: Tier 3 Enable (Support), Tier 2 Enable (Monitor), Tier 1 Universal (On Track) and Tier 2 Extend.
Daily Review Planner	An EA feature that generates a structured daily retrieval sequence based on identified class needs, aligned to curriculum proficiency levels: understanding, fluency, problem-solving, and reasoning.
pp (percentage points)	A unit of difference between two percentages. For example, an increase from 50% to 100% is an increase of 50 percentage points (50pp), not 100%.
Starting-Point Survey	A brief student and/or teacher survey administered before assessment begins, designed to capture confidence, prior knowledge and emotional readiness.
Instructional impact analysis	A structured review of whether specific teaching approaches (explicit teaching, Daily Review, hands-on activities) produced measurable change in assessment results between time points.

Assessment does more than show where learning currently sits.

When educators are supported to interpret the evidence, select an appropriate response and check its impact, assessment becomes a bridge between learner voice, precise teaching and improved opportunity.

Learner voice. Visibility. Informed action. Impact.