# Improving Literacy and Numeracy National Partnership

# New South Wales

# Final Report

# February 2014

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## SECTION 1: EXECUTIVE SUMMARY

NSW schools educate over 1.1 million students, which accounts for almost one-third of the total number of Australian school students. NSW schools also educate one-third of Aboriginal and Torres Strait Islander students nationwide. More than one-quarter of NSW students attend a non-metropolitan school, and there are more than 265,000 students from a language background other than English.

The school selection process for participation in the Improving Literacy and Numeracy National Partnership (ILNNP) was based on the aggregated numbers of test results in the bottom two bands of NAPLAN test results in reading and numeracy in Years 3, 5, 7 and 9 in 2010 and 2011. This approach was chosen in order to provide more accurate data for smaller schools.

For each school the percentage of test results in the bottom two bands was calculated and used as the ‘index of need’ for determining schools involvement in the ILNNP program. (The non-government sectors used the ‘index of need’ as a guide only to inform their selection processes.)

Schools already participating in the Low SES School Communities National Partnership, the Literacy and Numeracy Action Plan and the Investing in Focus Schools Project Agreement were excluded so that ILNNP could increase the reach of literacy and numeracy support across the state. The only exceptions were schools that were identified as having a demonstrated need to be part of this partnership whether or not they were in existing programs, for reasons such as needing extra support for Aboriginal students, or evidence of a decline across multiple indicators.

There were 593 schools that participated in the Improving Literacy and Numeracy National Partnership (ILNNP) in New South Wales. The sector representation was as follows:

* 402 Government schools (174 Secondary, 213 Primary and 15 Combined)
* 173 Catholic Schools (23 Secondary, 139 Primary, 11 Combined and 1 Infants school)
* 18 Independent Schools (2 secondary, 2 Primary and 14 Combined)
* Participating schools were identified as either Primary schools, Secondary schools or combined schools (central or community), in the following proportions:
* 354 Primary schools (including 1 Infants schools) (60%)
* 199 Secondary schools (33%)
* 40 Combined schools (7%)

Within schools across New South Wales almost 162,000 students were part of the ILNNP. NSW Government schools accounted for 101,364, or 62.6% of all students; In the Catholic sector 53,534 students participated, which was 33.1% of all students; and in the 18 participating Independent schools there were approximately 7,077 students involved, or 4.4% of students in the Partnership.

Across Government, Catholic and Independent sectors in New South Wales, schools that participated in the ILNNP were located in the following areas:

* Metropolitan – 334 schools
* Provincial – 252 schools
* Remote – 6 schools
* Very remote – 1 school

342 of the 593 participating schools focussed on improving student learning in literacy, 202 were numeracy schools and the remaining 49 were schools that combined their approach toward both literacy and numeracy.

Independent Schools: Numeracy 3, Literacy 15

Catholic Schools: Numeracy 90, Literacy 34, both 49

Government Schools: Numeracy 109, Literacy 293

The proportion of Aboriginal and Torres Strait Islander (ATSI) students who participated in the Partnership in New South Wales was 7%. ATSI proportions across the NSW schooling sectors were as follows:

* 10% of Government school students
* 5% of Independent school students
* 3% of Catholic school students

The whole-school approach that was central to New South Wales’ efforts under the ILNNP recognises the critical role of shared responsibility for student outcomes, greater teacher collaboration, principals taking an instructional leadership role in the explicit delivery of literacy and numeracy teaching, and the better use of data to inform school planning, professional learning and student development.

There have been numerous highlights and achievements at the school level that have been reported across Government, Independent and Catholic schools including:

* Significant improvement in student performance in both literacy and numeracy which occurred across all participating cohorts from kindergarten through to Year 8.
* Significant improvement for students whom the Partnership was specifically designed to assist, namely those whose performance at the commencement of the year had been assessed as “well below expectation”. The proportion of students identified in this category fell by over 50% between the May and November student assessments.
* Aboriginal and Torres Strait Islander students displaying a significant improvement in student learning outcomes in both literacy and numeracy.

The establishment of Year 6 transition to high school student information, which will be available to teachers as students enter secondary education. This has the capacity to enhance the transition process and ensure that secondary teachers are aware of the individual learning needs of students.

A strong focus on professional learning and mentoring, with teachers across all sectors collaborating to develop classroom programs that address the identified needs of students.

The instructional leadership undertaken by many principals in participating schools has strengthened the trialling of innovations with the potential to improve literacy and/or numeracy.

The establishment and maintenance of an ILNNP website (www.ilnnp.nsw.edu.au) has provided timely support to Government schools. The website has operated as a medium to share good practice with over 20,000 page views since its inception in April 2013.

Some benefits of the program experienced by schools which participated in the ILNNP include:

* The opportunity for schools to undertake a situational analysis, analyse student data and make decisions relevant to the school’s own unique context.
* The focus of either literacy or numeracy enabled schools to apply intense and directed support to the field identified as the school’s area of need at the commencement of the ILNNP, via their situational analysis.
* The ILNNP requirement that funds in Government schools be spent in line with the Professional Learning Policy has led to a significant focus on professional learning, leading to enhanced teacher quality. This building of teacher capacity has been identified by schools as the major sustainable benefit of the ILNNP.
* A number of schools chose to appoint a literacy or numeracy leader to coordinate the ILNNP initiative in the school, thereby developing the leadership skills of excellent classroom practitioners.
* The inclusion of schools that had not previously received additional funding was highly valued by the schools involved, allowing schools to accelerate and extend existing plans.
* The use of student data to monitor, inform and progress learning at whole-school, classroom and individual level.

### Lessons Learned

The importance of planning sustainable structures and programs and the value of local measures to assess student progress were just two of many important lessons learned throughout the ILNNP. Schools from all sectors reported on the importance of ensuring that sufficient time was provided for the school leadership team to meet in order to plan and monitor implementation, and importantly to participate actively in the professional learning that is included in the plan.

The role of the Principal and school leadership team proved critical in achieving success during the ILNNP. Principals needed to be actively involved as instructional leaders in literacy and numeracy. Some schools reported that where there was a principal change during the period of the intervention it proved difficult to maintain momentum.

Some smaller rural and remote schools reported that casual staff were often not readily available. This impacted on the effective provision of relief time in order for teachers to be involved in the necessary professional learning and mentoring.

The importance of data collection and analysis in context proved critical as did the establishment of Learning Intentions/Success criteria. Staff trained in new intervention programs will require sustained training and continued opportunities to consolidate skills. Professional learning therefore needs to be embedded through long-term, practical, classroom support in order to maintain the capacity of teachers.

## SECTION 2: APPROACHES

### Summary of each approach

New South Wales adopted a whole-school approach to improve the performance of students falling behind in literacy and numeracy, including students from disadvantaged backgrounds and Aboriginal students. The five elements of this approach employed across the NSW Department of Education and Communities, the Association of Independent Schools of NSW, and the Catholic Education Commission of NSW were:

* Principals and school leaders modelling good practice in the delivery of literacy and numeracy teaching
* Best practice professional learning of principals and teachers leading to observable changes in the classroom
* School leaders and teachers working together to identify school-wide and individual student learning needs
* Effective data analysis to drive learning effort through the tracking of student progress and the identification of learning needs
* Explicit teaching methods to promote greater student engagement.

## Reasoning behind the approaches selected at the state and sector level

The three NSW school sectors developed this initiative in keeping with professional best-practice for principals and teachers, and informed by a strong research base.

The central role of principals and teachers in driving cultural change in participating schools was recognised from the beginning. Professional best practice for principals is detailed in the National Professional Standard for Principals and those aspects most closely aligned with this initiative were the following:

Standard 1 - Leading teaching and learning

Standard 2 - Developing self and others

Standard 3 - Leading improvement, innovation and change.

Best-practice in teaching is detailed in the National Professional Standards for Teachers. Particularly aligned with this initiative are the following Professional Standards, although all are relevant:

Standard 1 - Know students and how they learn

Standard 3 - Plan for and implement effective teaching and learning

Standard 5 - Engage in professional learning.

### Research base

The approach used in this partnership was informed by research which indicates that a whole-school approach is a key component of improving literacy and numeracy outcomes. Studies have indicated that whole-school engagement is associated with schools achieving excellent results, and improvements across the entire student body (Busatto, 2005; Crevola and Hill, 1998; Hayes, 2004).

Teacher quality is one of the most significant factors within the control of schools which can positively influence the learning outcomes of students. The instructional quality provided to students has been shown to have a significant and positive effect on student performance, accounting for as much as 30% of the variance in student achievement (Hattie, 2003). Quality teaching through particular high-quality instructional and assessment practices also has a role in improving equity in classrooms by being able to reduce the performance gap between Indigenous and non-Indigenous, and high and low SES students (Amosa, Ladwig, Griffiths and Gore, 2008).

The role of principals and leadership teams in the initiative required the development of their instructional leadership capacity. Research consistently indicates that, both directly and indirectly, principals have a significant effect on the learning outcomes of students, the efficacy of teachers, and the school environment (Huber and Muijs 2010; Robinson, Lloyd and Rowe, 2008).

Data analysis to plan for student development, to identify students in need of additional support, and to track student and cohort progress was another key component. It is essential that teachers are able to understand the information available to them through data and to respond appropriately to student need (Matters, 2006; Timperley, 2009).

## Contribution of approaches to outcomes

Evidence detailing student improvements in literacy and/or numeracy for all 593 NSW schools participating in the ILNNP is provided in Section 3 of this report.

Examples provided below, drawn from participating Government, Independent and Catholic schools, illustrate the combined contribution of the five elements to achieving improved outcomes for NSW students over the life of this partnership. In particular, the three outcomes addressed are:

1. Improved student performance in target groups in participating schools.
2. Effective identification of areas needing support in participating schools and subsequent improvement, through monitoring and analysis of literacy and numeracy performance.
3. Improved capability and effectiveness of literacy and / or numeracy teaching in participating schools.

## Improved student performance in target groups in participating schools

Improved student performance in target groups in participating schools has been achieved through a combination of the five elements of the NSW whole-school approach: strong leadership, teachers combining and sharing their efforts, including through professional learning, rigorous data analysis and finally through delivery of targeted explicit teaching.

### Examples of principals and school leaders modelling good practice

The leadership team at Morisset High School were trained in using the continuum and developing strategies to support literacy. The leadership team then provided this training to staff and were able to coach and demonstrate practical teaching ideas that support reading and comprehending texts.

Bankstown Girls High School provided support for its executive to work with a literacy specialist to build their capacity to support staff to improve literacy outcomes in the school.

At Kearns Public School a whole-school approach to reading comprehension was led by two Assistant Principals who developed a mentoring program for all staff focusing on explicit teaching of reading comprehension strategies.

In the Diocese of Wilcannia / Forbes, Literacy and Numeracy Coordinating Teams were formed to lead implementation and delivery of the initiative. Driven by a focus on continued improvement and high expectations for all learners, opportunities for greater teacher collaboration, collaborative planning and focussed professional dialogue were created. This resulted in more systematic, integrated, whole-school approaches to personalise student learning.

The Learning Support Coordinator at St Phillips Christian College, Cessnock through in class support, observation and mentoring was able to monitor and adjust the intervention and support being provided to high-needs students. At the same time, support was provided enabling class teachers to further develop a repertoire of strategies to meet the needs of the at risk students in their class.

In the Parramatta Diocese school principals, curriculum leaders and experienced teachers attended the EMU (Extending Mathematical Understanding) Leaders Program. This six-day, university accredited course helped improve their capacity to lead mathematics in their schools and included training in the use of the clinical mathematics assessment instrument (MAI).

### Professional learning

Independent schools provided highly focussed professional learning to ensure that targeted student needs were being met more effectively in the classroom. This was delivered through a range of approaches including: employment of or extending the hours of specialist teachers, classroom teachers participating in training provided for the delivery of intervention programs, professional learning for all staff in direct and explicit instruction in phonics, comprehension and understanding the literacy or numeracy demands across the Key Learning Areas and the teaching and learning cycle and programming for literacy.

Birrong Girls High School developed a professional learning plan that addressed the findings of the school’s situational analysis. This professional learning focussed on analysing and responding to student data through the use of numeracy activities across Key Learning Areas (KLAs). Faculties identified the numeracy requirements of their subjects and the school provided professional learning and resources to support programming for the implementation of the NSW Syllabus for the Australian Curriculum Mathematics K-10.

The Wollongong Diocese targeted student improvements in both literacy and numeracy through professional learning around Focus in Reading and Taking Off with Numeracy (TOWN). Data collected from local assessments across all participating primary schools on students’ reading and numeracy achievements provided clear evidence that these initiatives had produced greater teacher quality and improved student performance.

### Leaders and teachers working together

In the Wilcannia / Forbes Diocese, ILNNP funding enabled greater teacher collaboration and the development of professional learning communities. Learning teams were goal driven and linked their collaborative planning and professional dialogue directly to classroom practice.

Following data analysis undertaken at Menai Public School, executive and school leaders identified students in Stage 2 (Years 3 and 4) as the target group for the ILNNP. Teachers then worked collectively to develop their understanding of:

* the structure of the literacy continuum
* how to assess and plot students using the literacy continuum and monitor student progress
* how to plan for quality teaching and learning using the continuum and
* the alignment of the continuum to the syllabus.

As a consequence of the subsequent changes to teaching and learning, the school achieved a striking increase in the numbers of students achieving at or above expectations with a similar decrease in the percentage of students achieving below expectations.

Systematic collaboration was an expectation at several Independent schools. Teachers at Carinya Tamworth were provided with half day release every term for collaboration and to observe their colleagues. All junior and middle school teachers at Coffs Harbour Christian Community School were provided with release one day per term for collaborative planning, team teaching and collegial observation.

In order to support the transition of students from Stage 3 to Stage 4, teachers at Oak Flats High School liaised with teachers from their partner primary schools in the use of the numeracy continuum to develop a shared understanding of grade expectations. Collectively, Stage 3 and Stage 4 teachers shared resources and strategies for the target group which comprised all Year 7 and 8 students.

### Effective data analysis

All Catholic ILNNP schools adopted a whole-school focus on improving data literacy. The schools adopted systematic approaches for collection, analysis, interpretation and tracking of student performance data (test data and curriculum-based assessment). There was a strong focus on analysis of school trend data and the use of data to tailor interventions and professional learning was undertaken to improve pedagogical strength in focus areas. All schools reported that students in target groups demonstrated accelerated growth in the student assessment data and there was an observed improvement in student engagement, participation and confidence.

As a complement to whole-school data analysis, Independent schools used more specific and detailed assessments to identify the specific areas of intervention required by students whose learning needs were not being fully met in the classroom. Schools typically developed short responsive cycles of intervention, monitoring and program adjustment to track and respond to students being provided with Tier2/3 interventions.

The analysis of data underpinned the approach taken by Government schools. Schools began with data analysis t the situational analysis to inform planning. Teachers assessed students and analysed data in relation to the continuums using the Planning Literacy and Numeracy (PLAN) software and used a variety of assessment information, including NAPLAN, to build consistency of teacher judgement. Two-hundred and seventy-one schools undertook professional learning on the use of data (including item analysis) in teaching and learning, with 144 schools requiring evidence of data analysis in teachers’ programs. The diagnostic information provided by a range of curriculum-based assessments and ongoing tracking and monitoring enabled teachers to differentiate learning experiences to suit the needs of students.

At Bankstown Girls High School, targeted students were identified using initial baseline data assessments mapped to the literacy continuum. The data identified the need for targeted students to be explicitly taught grammatical features that shape meaning. These skills were then incorporated into individual student learning plans and the literacy coordinator demonstrated lessons and facilitated discussions on strategies that could be used to build and reinforce student literacy capacity.

The Archdiocese of Sydney used a recognised standardised test across its whole system of schools and used that information to identify priority targets at the system level.

The focus of the initial professional learning at Comleroy Road Public School was data analysis of Best Start, Literacy Continuum, NAPLAN and curriculum-based assessments to inform the setting of school targets. All Kindergarten students were identified as the target group for the ILNNP and the Language, Learning and Literacy (L3) professional learning program was implemented.

In the Wagga Wagga Diocese, data collection and the formulation of an action plan for improvement in each school has proven to be invaluable in supporting teachers to set appropriate goals for their students.

### Explicit teaching

All Independent schools implemented or refined their current delivery of a three-tiered whole-school approach to improve student outcomes. Literacy Tier 2/3 evidence based intervention approaches were used across 15 independent schools included PreLit: 7 schools, MiniLit: 9 schools, MULTILIT: 12 schools, MULTILIT Extension: 2 schools.

Independent schools also used a range of direct and explicit instruction approaches or programs at Tier 2 and whole class level e.g. Jolly Phonics (and other phonics programs), SRA Corrective Reading and Decoding, SRA Comprehension, SRA Reading Success, Understanding Words, Sounds Write, Cars and Stars, Strategic Steps to Reading Success Program. Two of the three schools focussing on Numeracy introduced or extended the use of Quicksmart to provide Tier 3 intervention.

In Government schools the approaches included evidenced-based teaching initiatives, individual student identification and support, fluid and flexible groupings and explicit teaching of differentiated classroom strategies. Among other strategies, teachers provided varied levels of scaffolding according to identified student needs, led small group tutorials and increased the use of discussion to clarify student understanding.

In Catholic schools, teams have recognised the value of establishing child-centred learning communities where explicit teaching coupled with carefully scaffolded learning tasks facilitate opportunities for students to share expertise with others, learn alongside others and engage in independent learning opportunities. Teachers have recognised the value of greater flexibility to more effectively personalise the learning – providing authentic learning opportunities in individual, paired, small group and whole class settings.

## Effective identification of areas needing support in participating schools and subsequent improvement, through monitoring and analysis of literacy and numeracy performance.

Effective identification of areas needing support was a core requirement for all schools participating in this partnership. In all cases this was achieved by schools conducting a situational analysis, developing a school plan, and then supporting teachers to tailor their professional practice to improve student learning outcomes.

In addition to a whole-school strategic analysis and formal testing, schools used curriculum-based assessments to provide diagnostic information about what students know and can do. The assessments related to the classroom program and the curriculum and arose out of the lesson. The information provided is generally immediate and individual, and can involve interactions between teachers and students related to the task.

Government schools identified a range of advantages of using curriculum-based assessments, including teachers being better placed to support the learning needs of students:

*When teachers are fully informed about their students, they are better prepared to make appropriate instructional and curriculum decisions, and adapt, as necessary, their teaching practice to ensure success for all students. (Horsley Park Public School)*

*Teachers developed a greater understanding of how their students think mathematically. They were able to group students according to their placement on the numeracy continuum. Continuum behaviours and skills were aligned with syllabus outcomes and teachers were able to plan focused activities based on the individual needs of the students in their class. (Chester Hill Public School)*

*The assessments provide teachers with individualised and current information about students and their learning. If the assessment is tracked and monitored using the literacy continuum then it can measure student growth. (Binalong Public School)*

### Examples of Principals and school leaders modelling good practice

The first action of the school leaders of all Independent schools in this partnership was to create a team to conduct a detailed situational analysis to identify the area(s) needing improvement. A school plan, which clearly articulated the focus and direction of the whole-school priority, was developed after a close analysis of the literacy and numeracy performance. The literacy /numeracy performance data analysed included: NAPLAN data, whole cohort diagnostic and standardised testing results, classroom / curriculum based assessments, individual/small group diagnostic testing data and where needed data related to student attendance and particular cohort characteristics. The school plans included targets and indicators to assist the school leaders in the implementation, monitoring and evaluation of the actions/interventions planned.

In the Broken Bay Diocese school leaders used the collection of baseline data for the effective identification of areas for improvement. Education officers played a very important role in helping schools to analyse their data accurately and insightfully, and to develop a plan to respond to such data. Instructional walks and talks and Collaborative Analysis of Student Learning (CASL) meetings also provided important data on teaching practice. Professional learning responded directly to what was identified through the walks and talks and CASLs.

Rouse Hill Anglican College reported that the school leaders actively leading a whole-school analysis of data has been very helpful, particularly in establishing an expectation that teachers will collect and analyse data to inform their teaching decisions. In the junior school a three week cycle was established as a normal, school wide practice to monitor students’ literacy skill progression.

The principal and executive at Chatham Public School played a key role in leading the use of data to inform teaching and learning in the school. Components included training and mentoring teachers on learning to use assessment to gather data and identify students with specific issues/needs leading to the creation of programs for individual learning. The professional learning also addressed the collation of data, improving programming, explicit and systematic teaching practices and reflection.

### Professional learning

Analysis of student assessment data provided direction for professional learning in many participating Government schools:

*The assessment identified number knowledge, strategies used as well as future directions for planning, programming and teacher professional learning (Camdenville Public School)*

*Teachers individually and in team meetings analyse the progress of their students against the literacy continuum statements for both comprehension and reading texts. Information gathered drives the next teaching and learning cycle and provides for professional learning of staff. (Green Valley Public School)*

*The information showed us that considerable numbers of students were situated below benchmark levels in reading and comprehension with spelling another area of concern. The information provided highlighted a need to expand professional learning in teaching reading strategies to staff. (Cardiff High School)*

A common approach established through professional learning in Government schools helped build professional dialogue:

*Monitoring student achievement over time and across a stage or target group gives greater consistency of assessment tasks, deepens professional understanding and provides sound professional dialogue on individual students and class/stage groups. (Boambee Public School)*

*Placement of students on the literacy continuum enabled staff to discuss the needs of students, teaching strategies, assessment methods and strategies for student improvement. Teacher engagement in the literacy continuum also took place when having the discussions at staff/faculty meetings. All areas of the continuum and test design led to valuable discussions which highlighted staff reflection on their teaching and assessment practice, which included test design. (Gundagai High School)*

*The assessments allowed us to identify students functioning below level 3 on the continuum for this aspect. The assessments enabled us to focus discussions on what actions were required to ensure the success of all students. (Ambarvale High School)*

In the Archdiocese of Canberra and Goulburn audits were implemented at the commencement of the intervention and in the schools where literacy coaches were present, an interview process was undertaken with each staff member. This interview process provided very rich data to drive the inquiry. Questions included:

*When you think about the kind of reading and writing (numeracy) you want your students to do, the kind of literate (numerate) lives you want students to have, the kind of classroom you want to have, the kind of teaching you want to be able to do, what gets in your way?* (Toll, 2005).

In Independent schools teachers conducted a situational analysis of the literacy or numeracy skills of their class. At Coffs Harbour Christian School closely analysed literacy data, such as NAPLAN, PAT test results and classroom assessments and developed a map of their students’ skill ranges. They used this during collaborative planning and professional learning sessions with the literacy teacher.

*Leaders and teachers working together*

More specific and detailed assessments were used in participating Independent schools in order to identify the specific areas of intervention required by students whose learning needs were not being fully met in the classroom. Schools typically developed short responsive cycles of intervention, monitoring and program adjustment to track and respond to students being provided with Tier 2 (group) and Tier 3 (individual) interventions.

In Government secondary schools, sharing curriculum-based assessments and noting similarities across the school provided the motivation to develop a whole-school approach to classroom teaching across a range of key learning areas, and involved teachers and school leaders working collaboratively across the school.

At Birrong Boys High School the assessment provided teachers with information that enabled teaching and learning to be adapted and modified to support the students. The student’s ability to understand and apply metacognitive comprehension strategies appropriately and be able to access information across all subject areas enabled teachers to recognise and acknowledge growth in performance. The performance growth was measured against the literacy continuum and the ability to complete a variety of tasks across subject areas.

In the Broken Bay Diocese the collection of baseline data enabled the effective identification of areas for improvement. Education officers played a very important role in helping schools to analyse their data accurately and insightfully, and to develop a plan to respond to such data. Instructional walks and talks and Collaborative Analysis of Student Learning (CASL) meetings also provided important data on teaching practice. Professional learning responded directly to what was identified through the walks and talks and CASLs.

For example, teachers at Chester Hill Public School developed a greater understanding of how their students think mathematically. They were able to group students according to their placement on the numeracy continuum. Continuum behaviours and skills were aligned with syllabus outcomes and teachers were able to plan focused activities based on the individual needs of the students in their class.

At Carinya Gunnedah, an Independent school, there has been an increased focus on gathering and sharing measureable data. This shift in culture supported ongoing and effective communication between teachers, parents and the principal. Through this data sharing teachers are now more effectively modifying the teaching programs.

### Explicit teaching

Wollongong Diocese emphasised the analysis of data to inform the designing of individual intervention plans (literacy/numeracy) in participating schools, and teacher professional learning in administering assessment tools and analysing data to inform decision making around learning and teaching programs to meet students’ learning needs.

At Prairiewood High School, teachers were consulted and their observations and anecdotal recordings from a variety of classroom tasks and activities were used as supplementary material alongside previous testing to validate placement of students on the literacy continuum. Teachers also used this information to guide their literacy teaching practices and personalise the learning of their students, meeting their needs.

At Colyton High School, a numeracy skill was identified for explicit teaching throughout the term for all Year 7 and 8 students. Students completed three quizzes on the identified skill at the beginning, mid-term and end of term. Each quiz consisted of 40 questions, including written questions. Students were given five minutes to quickly and accurately answer as many questions as possible. Following the program, there was a significant reduction in the numbers of targeted students of students achieving well-below expectations in Year 8 numeracy.

The teachers at Wollondilly Anglican College are not only analysing and using data to adjust their teaching programs but are also finding that using data provides them with more informed language to discuss students.

Student growth point data gathered through the Learning in Numeracy (LIN) and the Learning in Early Numeracy (LIEN) assessments has allowed the teachers at Minimbah Aboriginal Primary School to better understand the skill level of students, to identify students’ areas of need and to structure groups and activities accordingly.

The data derived from curriculum-based assessments can also complement and, perhaps, confirm analysis of other more formal types of assessments, often adding detail and clarifying optimum teaching directions.

*Observation and anecdotal records, while not as formal, were ongoing and systematic. These observations allowed teachers to collect information such as reading behaviours and the incremental demonstration of cluster markers to complement the more formal assessments. NAPLAN results from 2013 will be used to further analyse the areas which students need to develop, so that teachers in all years are providing opportunities for students to experience and can explicitly focus on skill development. (Matraville Public School)*

*We sought to confirm teachers' assessment of the impact of the implementation of the explicit teaching of literacy skills articulated by the literacy continuum by retesting the targeted cohort using round 2 of the Educational Measurement and School Accountability Directorate (EMSAD) online test. Results revealed an improvement of 5% in the mean scores in the online literacy assessment and approximately one NAPLAN band. (Chifley College Shalvey Campus)*

## Improved capability and effectiveness of literacy and / or numeracy teaching in participating schools.

The improved capability and effectiveness of literacy and numeracy teaching throughout this partnership has been clearly evidenced by the improvement in the students’ results and in the positive survey responses from the teachers in the participating schools.

### Principals and school leaders modelling good practice

The approaches implemented by principals and leaders of the Independent schools centred on some common themes of:

* A three tier whole-school approach which provided a clear structure to investigate and address the learning needs of the at risk students (Tier 2/3) and a focus on improving the efficacy of the literacy and numeracy teaching at whole class level (Tier 1).
* Professional learning for all teachers K-8 supported by specific strategies being implemented to provide for teacher mentoring, collaborative planning and monitoring to ensure the transfer of new approaches and teacher understanding into classroom practice.
* Increased hours or employment of specialist teachers were an important element in contributing to the improvement in teaching practice in many schools through increasing the classroom teachers’ and targeted students access to teachers with specialised literacy or numeracy understandings and skills.

School leaders in the Archdiocese of Canberra/Goulburn were provided with system-based professional learning which includes *Principals as Literacy Leaders*, *SILOAM (a spiritual and educational leadership program for Principals)* and *Transforming Teaching and Learning*. These programs were conducted by Catholic Education Officers and investigate areas of the curriculum, effective approaches to whole-school change in literacy and ways to maximise teacher expertise and support teacher learning. This approach assisted principals to place effective staff in key literacy positions, support professional learning, develop effective literacy plans and promote effective literacy approaches in programming, assessment and teaching, implementation of literacy blocks, parent workshops and good models in use of support teacher staffing.

Leumeah High School established an ILNNP team to coordinate professional learning in literacy across all faculties. The professional learning included a local primary school principal developing teacher understanding on the literacy continuum. The ILNNP team built the capacity of all teachers to improve student reading comprehension skills through the Focus on Reading program. Students’ reading progress was monitored against the literacy continuum and parent information workshops on the literacy continuum and the Super Six comprehension strategies were conducted to support learning at home. To date, there has been a marked decrease in the numbers of students achieving well-below expectations.

### Professional learning

The Diocese of Wilcannia and Forbes reported that through participation in professional learning cycles teachers incorporated evidence-based principles of effective teaching in literacy and numeracy into classroom practice. Examples of effective pedagogical practice include: explicit and systematic instruction; using process-oriented approaches were modelled (contextually relevant demonstrations), shared, guided and independent learning opportunities are provided; carefully scaffolding learning tasks to enable adequate time for students to develop competence; deep learning - providing multiple opportunities to practise in authentic and meaningful ways; effective diagnostic assessment; giving appropriate attention to the critical elements of literacy learning- concepts about print, alphabetic knowledge, phonics, phonemic awareness, fluent oral reading, vocabulary knowledge, comprehension and writing; promoting the development of different aspects of number sense; instruction in the use of the metacognitive process-reflecting, representing and reporting.

At St Narsai, a NSW Independent school, the whole-school professional learning plan focussed on changing some important aspects of the school’s culture of teaching and learning. A cyclical delivery of professional learning focussing on the ESL learners’ language and literacy needs was designed and delivered by an AIS consultant to meet the schools specific needs. This included allocated professional learning days, for input, planning and teacher collaboration.

At St Phillip’s Christian College, Cessnock the success at the school was facilitated by a range of complementary strategies which included ongoing professional learning, mentoring, lesson observations and program monitoring targeted to the curriculum and needs of the teachers in the classroom. The literacy focus was never allowed to diminish with at least 50% of staff meeting time devoted to the teaching of reading and writing.

Sarah Redfern Public School maximised professional learning opportunities in the Focus on Reading program by identifying three teachers to be trained in and coordinate the program across the school. The coordinators facilitated the school-based professional learning and in addition to these activities, the school’s executive and coordinators built their capacity to support teachers in the explicit teaching of key aspects of reading texts, comprehension, vocabulary and reading text fluency. Teachers in cross-stage teams met regularly to collaboratively plan and map students on the literacy continuum. A lesson study approach was utilised to support teacher learning in which teachers observed each other in the classroom followed by reflection sessions. Initial feedback indicated that the program was having an impact on the teaching of reading in classrooms.

### Leaders and teachers working together

The professional learning provided in NSW Government schools was delivered in a variety of formats to maximise effectiveness and suit the needs of teachers and the school context. Of particular note was the dominance of in-school professional learning that valued and shared the knowledge and skills of practising teachers. Schools have built leadership skills and teacher capacity through professional learning initiatives such as:

* collaborative planning (226 schools)
* coordinating the ILNNP in their school and/or through coaching and mentoring (109 schools)
* modelling and demonstration (94 schools)
* team teaching (93 schools)
* reflection (51 schools) and
* lesson study (48 schools).

As part of the ILNNP, schools were asked to report on the progress of targeted students, including Aboriginal and non-Aboriginal students. A number of NSW Government schools undertook professional learning regarding supporting Aboriginal students through in-school and external courses, community of schools events or through conferences. The professional learning undertaken included:

* Aboriginal cultural learning and developing student centred project based learning
* No Gap, No Excuse No Gap, an Aboriginal Education Smart Notebook Resource.
* Identifying and benchmarking students on the numeracy continuum.
* The identification of appropriate staff to mentor Aboriginal students.
* 8 Ways of Learning – a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques
* Literacy courses such as Write It Right and elements of Focus on Reading particularly relevant in relation to teaching Aboriginal students.

Participation in the ILNNP program increased the capacity of tutors and teachers in the Lismore Diocese to collaborate in their planning and implementation of learning programs. It also assisted them to share responsibility for improved literacy and numeracy learning outcomes. The QuickSmart program professional development process assists this with six days of training. A supervising teacher was also appointed to support and supervise a tutor in the effective implementation of the program at each school.

Ensuring that collaboration was a systematic and a structured expectation was a feature of the approaches implemented by several Independent schools. Teachers at Carinya Tamworth were provided with half day release every term for collaboration and to observe their colleagues. The secondary teachers at Rouse Hill Anglican College were released for collaborative planning while the primary school staff implemented cycles of team teaching and collegial observation.

18 primary teachers and 17 secondary teachers at Richard Johnson Anglican School participated in mentoring and collaborating sessions with a nominated mentor at least weekly.

Coffs Harbour Christian Community School allocated regular time (40 mins for junior school, 1 lesson middle school) each week to collaborate and to monitor the impacts of their practice on students’ literacy learning.

Armidale Diocese took the opportunity to build better communication between feeder schools and to share improved understanding of data for the identification of student needs.

### Effective data analysis

The Diocese of Wagga has reported that principals and teachers are generally demonstrating a higher level of understanding and ability to analyse data and to plan according to the needs of students. Overall the pedagogical shift for teachers has been to focus on individual student needs and set goals and strategies to improve the learning of all students.

The professional learning for Tamworth High School’s numeracy project explored teacher knowledge and current practices and introduced effective practices across the Key Learning Areas. This resulted in more explicit teaching of numeracy across the curriculum and the development of intervention strategies to identify and evaluate students’ progression on the numeracy continuum. Teachers were introduced to Newman’s Error Analysis to assist them in identifying the types of errors made by students, and they incorporated strategies to address the errors in teaching programs. Between the May and November data collections there was a substantial increase in the number of students achieving above expectations.

### Explicit teaching

All Catholic Dioceses have reported improved teacher capacity and this is validated through the very positive response to the teacher survey. Greater than 90 % of teachers report that as an outcome of involvement, they now have a deeper understanding of the teaching of literacy and/or numeracy skills and a greater range of strategies to explicitly address students’ literacy and/or numeracy needs.

In terms of professional learning in numeracy and its impact on explicit teaching practices, several government schools acknowledged the value of the Taking off with Numeracy (TOWN) program. At Merrylands Public School the ongoing professional learning led to a greater understanding of the numeracy continuum and the need to assess students learning on a more regular basis. It has also ensured that staff are planning differentiated teaching and learning experiences. The program is ensuring that teachers are providing explicit support for students.

In Independent schools, explicit instruction was a key focus to ensure that targeted student needs were being addressed more effectively in the classroom. For example, teachers participated in training on the delivery of the intervention programs and there was professional learning for all staff on phonics, comprehension, the teaching and learning cycle and programming for literacy.

## SECTION 3: ANALYSIS OF PERFORMANCE DATA

## NSW ILNNP Teacher Judgement of Student Progress

Due to the use of numerous measures across school sectors in New South Wales, a compilation methodology was developed for teachers to make judgements about the progress of all students receiving additional support under the Improving Literacy and Numeracy National Partnership (ILNNP). Teachers conducted curriculum-based assessment at the commencement of the Partnership in May 2013 and then again in November 2013, using the same methodology (assessment, measure and/or scale) to make the judgement at each point.

Teachers were asked to provide judgment as to the relative development of students in the 593 participating schools who were receiving additional support in reading, numeracy or both. The judgement was based on the student’s development (age and performance in curriculum based measures) against a five point scale as shown below:

* Student well above expectation
* Student above expectation
* Student at expectation
* Student below expectation
* Student well below expectation

Judgement for individual students against the five point scale was aggregated by Aboriginal and Torres Strait Islander (ATSI) students and non-ATSI students within each level of the scale for students involved in the ILNNP. From the aggregated data the following conclusions can be drawn:

All cohorts in all areas showed improvement.

Overall, numeracy showed greater improvement than literacy.

Literacy showed greatest improvement in the early years as opposed to numeracy which showed greatest improvement in Years 7 and 8.

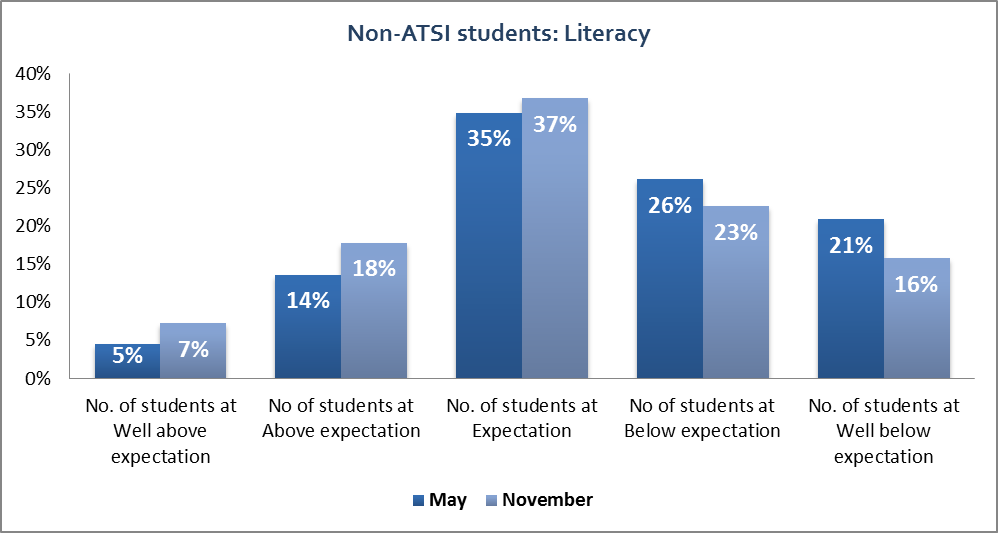
In both literacy and numeracy ATSI students showed greater improvement when compared to all students engaged in the NP.

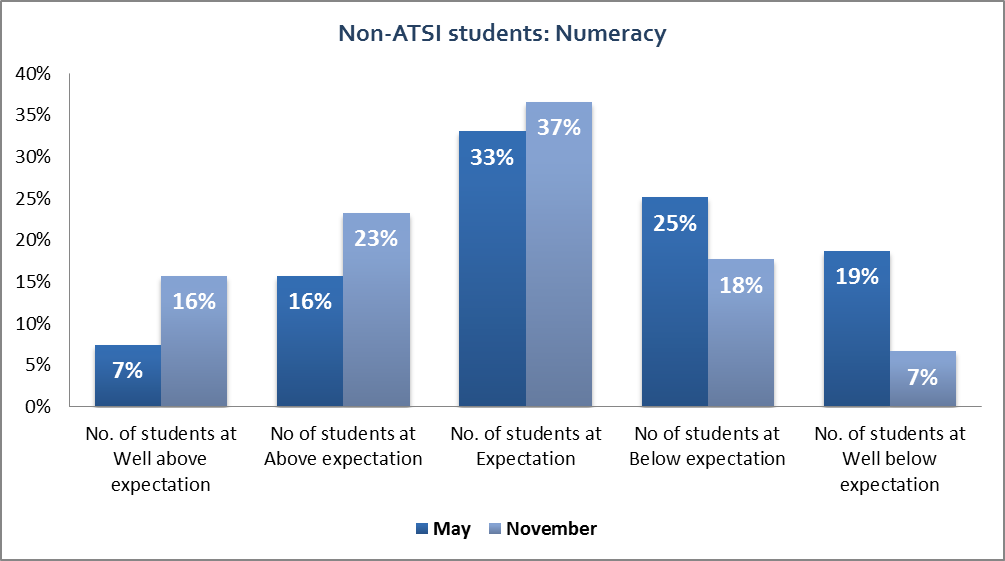
In general terms the number of students displaying the lowest level of achievement halved in the period.

Complete results of the teacher evaluation from May and November of non-ATSI students can be found at Appendix B, with ATSI student results located at Appendix C.

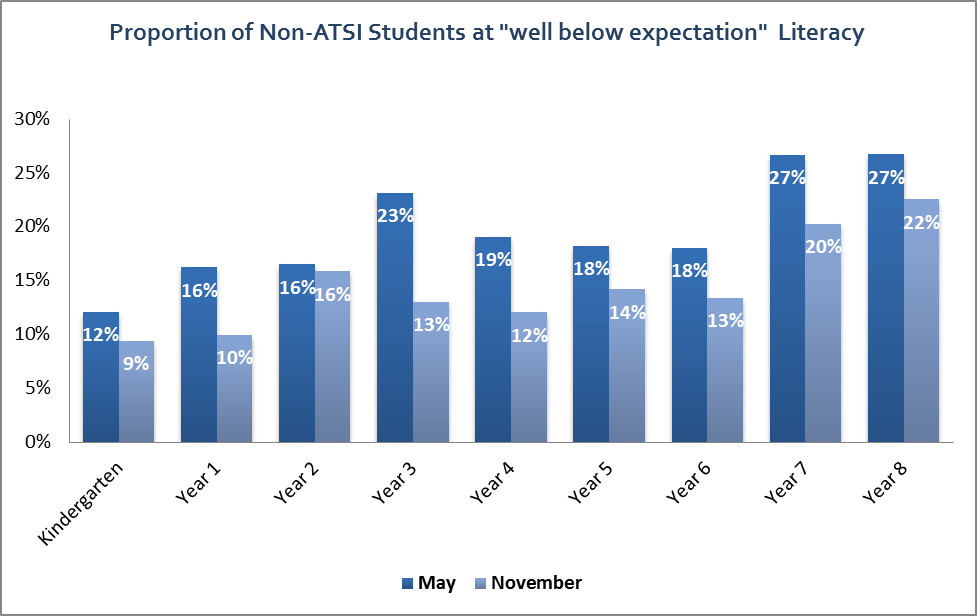
### Local Measure (i) Local school level data demonstrating change in literacy and / or numeracy performance for the target student group

### Non-Aboriginal and Torres Strait Islander students

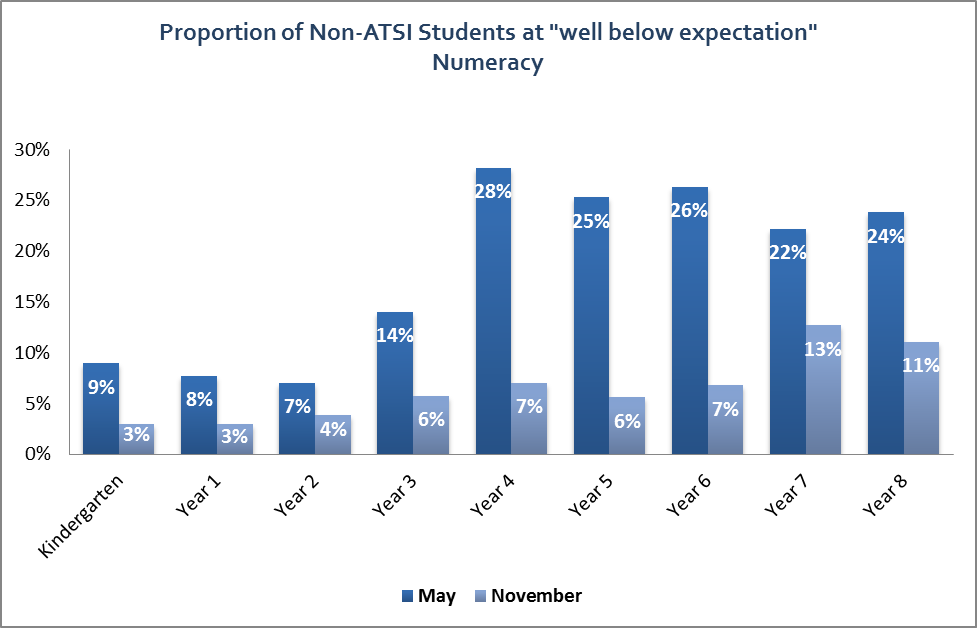
These charts aggregate all NSW non-ATSI students that were assessed across Government, Independent and Catholic schools; and across all participating school years (Years K – 8). The raw student numbers are presented as the proportion of total students, according to teacher judgement, that are located within each category of the five-point scale.



There has been a marked decrease in the numbers of non-ATSI students assessed according to teacher judgement as “well below expectation” in literacy.



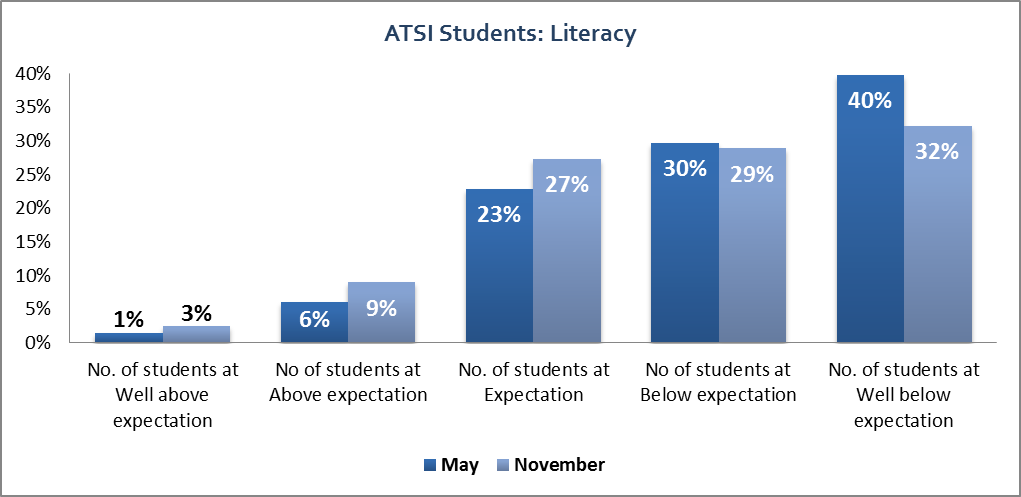
There has also been a significant decrease in the numbers of non-ATSI students assessed according to teacher judgement as “well below expectation” in numeracy.

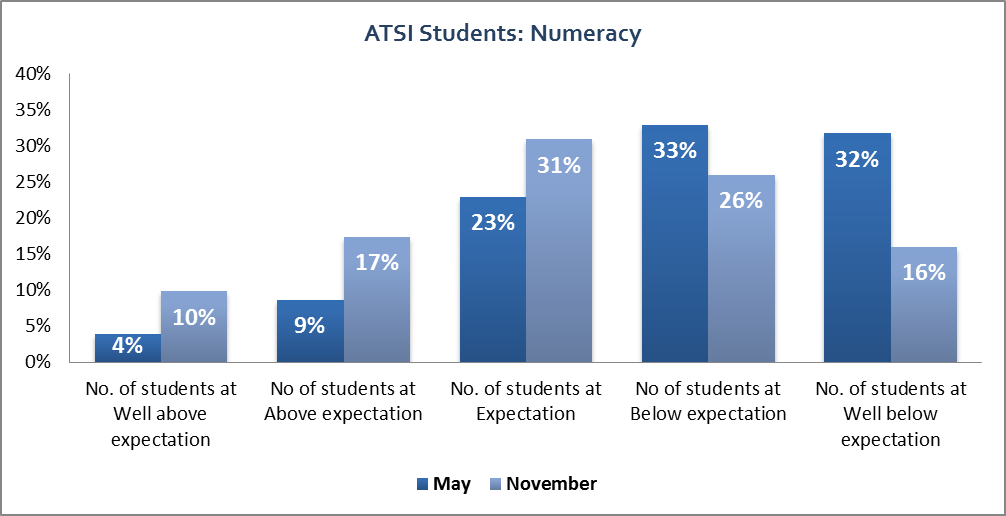


### Local Measure (ii) Local school level data demonstrating change in literacy and / or numeracy performance for the target student group

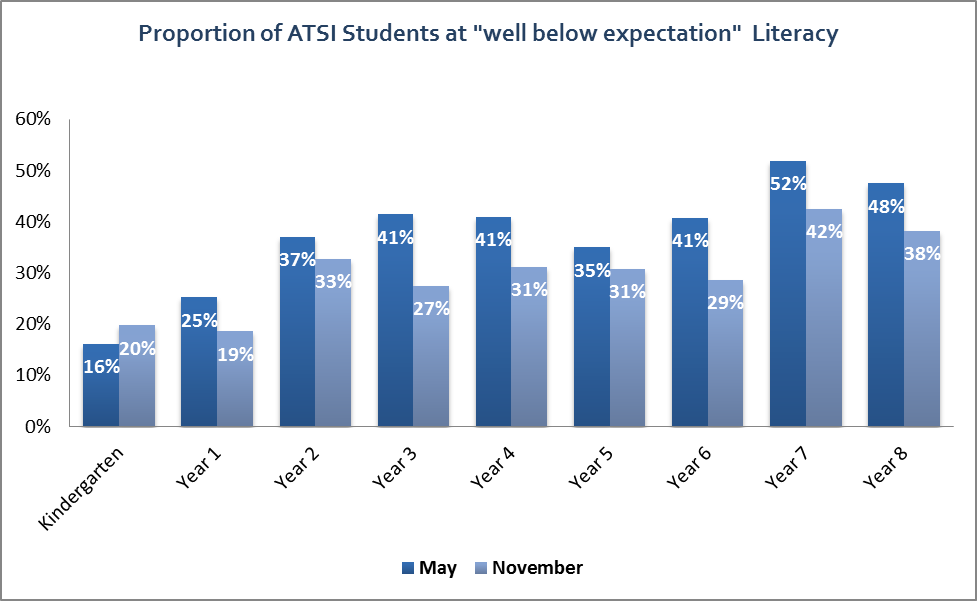
### Aboriginal and Torres Strait Islander students

These charts aggregate all NSW ATSI students that were assessed across Government, Independent and Catholic schools; and across all participating school years (Years K – 8). The raw student numbers are presented as the proportion of total students, according to teacher judgement, that are located within each category of the five-point scale.

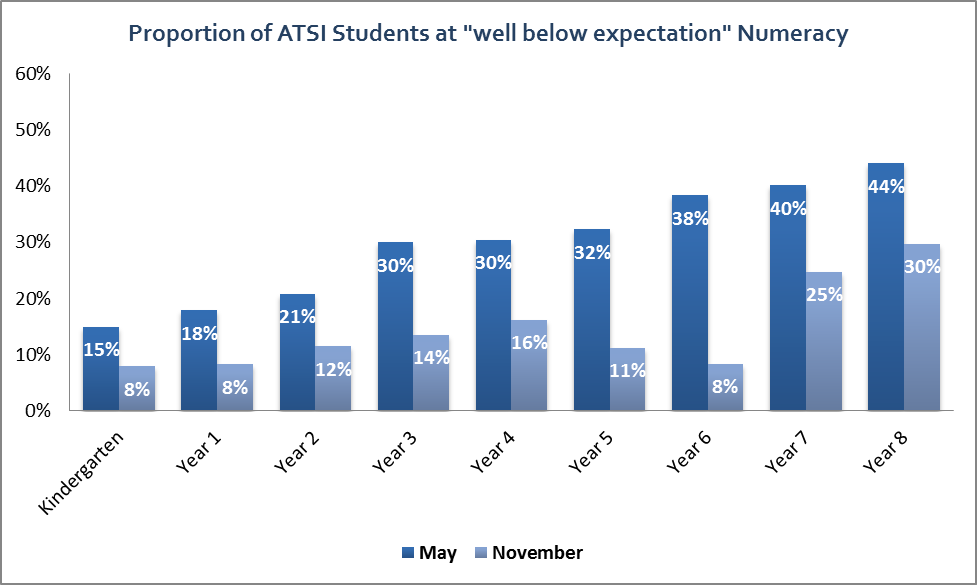
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There has been a marked decrease in the numbers of Aboriginal students assessed according to teacher judgement as “well below expectation” in literacy.



There has also been a substantial decrease in the numbers of Aboriginal students assessed according to teacher judgement as “well below expectation” in numeracy.



### Local Measure (vi) Local school level data collection measures

### NSW Government Schools

Teachers in NSW Government schools reported on the progress of targeted students by collecting data in May and November 2013 against the local measure of either the NSW Department of Education and Communities (DEC) Literacy Continuum K-10 or Numeracy Continuum K-10.

The Literacy Continuum K-10 identifies the literacy skills and understandings regarded as critical to literacy success. It maps how critical aspects develop through the years of schooling by describing key markers of expected student achievement. The continuum focuses on capturing the literacy connections that are critical to success, are applicable to all key learning areas and cannot be left to chance. It has been informed by an extensive range of international and Australian studies, reports and research.

The literacy continuum is a powerful tool which all teachers can use to strengthen their knowledge of literacy and so deliver a quality teaching program with a strong literacy focus to enhance learning opportunities for their students. In conjunction with the NSW syllabuses, the continuum assists teachers to integrate literacy into all key learning areas.

Government schools selecting a literacy focus were asked to report on the combination of two critical aspects:

Reading texts

Comprehension

The Numeracy Continuum K-10 describes how students’ progress from using simple to increasingly sophisticated strategies in order to solve number and measurement problems. It supports teachers’ understanding of how students develop numeracy concepts by providing an explicit framework of students’ strategies and understandings across critical aspects of numeracy.

The numeracy continuum represents the synthesis of extensive national and international research over the past 20 years and underpins State developed numeracy programs including, Best Start, Targeted Early Numeracy (TEN), Count Me In Too (CMIT) and Taking Off With Numeracy (TOWN). The continuum also provides a base for the implementation of the NSW Syllabus for the Australian Curriculum Mathematics K-10.

Schools with a numeracy focus reported on:

Counting as a problem solving process - Early Arithmetic Strategies and Place Value.

Each of the continuums can be used flexibly for a variety of purposes which include:

* gathering assessment information when observing students working on mathematics problems to provide data
* tracking and monitoring student progress and setting progress targets
* guiding future learning for students
* assisting in the development of differentiated programs

In primary schools the use of the local measures, involving the DEC Literacy Continuum K-10 and/or Numeracy Continuums K-10, for assessing, planning and programming was strengthened. In secondary schools, the continuums were introduced and are being utilised to support teaching and learning in literacy and numeracy across a range of learning areas. All Government schools participating in the ILNNP are using the continuums to assess student achievement in literacy and/or numeracy.

Teachers assessed student achievement using a range of evidence such as observations, work samples and interactions with students. Teachers matched this evidence to the relevant continuums in order to plan explicit short and long-term teaching directions. Throughout the year, teachers referred to continuum markers to track and monitor student progress and utilised this information to strengthen a whole-school cohesive approach to literacy and/or numeracy.

The types of assessments and the numbers of schools undertaking each type are detailed below.

| **Type of Assessment** | **Number of assessments** | **Number of Government schools undertaking this type of assessment** | **Percentage of schools undertaking this form of assessment** |
| --- | --- | --- | --- |
| **Observation** | **1103** | **317** | **78.9%** |
| **Work sample** | **974** | **285** | **70.9%** |
| **Standardised Testing** | **241** | **114** | **28.4%** |
| **NAPLAN** | **62** | **52** | **12.9%** |
| **Interaction** | **61** | **42** | **10.4%** |
| **Self-assessment** | **52** | **38** | **9.5%** |

A total of 2,493 assessments were used to assess and monitor student progress in literacy or numeracy across Kindergarten to Year 8 (an average of 6.2 assessments per school) revealing that schools are integrating a wide range of evidence from which to make an on-balance judgement regarding student achievement according to the relevant continuum.

### NSW Independent Schools

Independent schools in New South Wales implement syllabuses prepared by the NSW Board of Studies. These documents contain curriculum based measures which teachers use to monitor student progress. While continuing to refine the use of a range of curriculum based measures, diagnostic and standardised testing, data from classroom activities and teacher judgements, all 18 participating Independent schools have extended or initiated the use of data to identify students who are falling behind in literacy or numeracy and to design and monitor tier two or three interventions as required.

The Independent schools participating in this partnership report that the impact of the two by two day workshops provided early in the project, together with the support of an AIS coordinator and or consultant to determine two and three tier interventions was a significant step in supporting schools to build or improve a cycle of data use. The collected data assisted in making evidence based decisions regarding students’ learning needs, the effectiveness of current programs and the identification of areas of professional learning for teaching staff. Schools were provided with current research regarding explicit teaching, the effective teaching of reading and structuring a three tiered intervention model.

Over the life of the partnership schools report that teachers’ decision making regarding responses to student learning needs in literacy and numeracy are now more specific, focussed and targeted. This has resulted both from teachers having an increased understanding of the literacy or numeracy demands of the curriculum and concurrently improving their skills in collecting data about the impact of their teaching on student learning as a part of their classroom practice.

### NSW Catholic Schools

The eleven Catholic Dioceses used over forty data collection methods in this partnership.

### ARMIDALE

Armidale Diocese collects PM Benchmark and Sena data to assist in their work with schools on strategies to improve student performance in the early years.

The Diocese also uses Progressive Achievement Tests (PAT) Maths in Years 3-10 to assist schools identify student learning needs for the purposes of planning at whole-school and class levels.

### BATHURST

Bathurst Diocese schools use a range of student performance data including:

NAPLAN

Year 1 Numeracy Assessment

Australian Early Development Index (AEDI)

Dynamic Indicators of Basic Early Literacy (DIBELS)

PATMaths

PreLit, MiniLit and MultiLit.

### BROKEN BAY

The main assessment instruments used in Broken Bay are:

For Literacy:

Best Start, Running Records, PAT-R and Observation Survey

For Numeracy:

Mathematical Assessment Interview (MAI) and PAT-M.

In each instance, the assessments are aligned to continua of learning based on expected standards and progression.

By linking assessment data to progressions of learning, teachers become more knowledgeable about areas of learning need. Professional Learning on the various continua (Growth Point Framework, K-6 Literacy Continuum, Reading levels) has been essential and is an area of ongoing teacher learning.

### PARRAMATTA

School level data is drawn annually from the Mathematics Assessment Interview (MAI). A particular focus is on Year 1 and 7, and as required for identified students.

At the school level, the MAI data and the associated growth point framework in the key domains of number, space and measurement are used to identify student strengths and areas of vulnerability. It also identifies those students to be part of the accelerated numeracy intervention program which focuses on Year 2 and Year 7.

### SYDNEY

All data from schools within the Archdiocese is analysed at the local level. Standardised tests are also used across all schools. Ongoing regular assessments are undertaken, requiring students to master a skill before moving to the next level.

### WAGGA

Schools use Best Start, AEDI, SENA testing and Observation Surveys, and NAPLAN to inform school planning. The data is also analysed at diocesan level. Other data collection approaches include PAT testing, SA spelling, Burt word tests, First Steps Map of Development, teacher observation and judgement, and A-E reporting.

### WOLLONGONG

Literacy and Numeracy continuums are used to design learning and teaching experiences, assessment and planning for guided groups and individual students.

Local Reading and Numeracy assessments are used in Years 3, 4, 5 & 6 across all NP schools.

Data Walls established in each NP school encourages a whole-school focus on improving learning outcomes for all students.

### WILCANNIA/ FORBES

To promote the use of data for informed decision making and enhancing student outcomes, schools select a range of data collection tools:

Literacy

ACER Comprehension R on-line test

Benchmark Running Records

First Steps Reading Map of Development

TORCH Comprehension (ACER)

PROBE Comprehension (ACER)

An Observation Survey of Early Literacy Achievement

Numeracy

First Steps in Mathematics

Scaffold Maths Assessments

SENA 1 & 2

ACER PAT Maths on-line test.

Pre and post testing using the above tools listed enable teachers to monitor literacy and numeracy performance and progress and group students according to learning needs. Class teachers in collaboration with ILNNP instructional leaders analyse and interpret data so that instructional approaches are strategic, informed and responsive to the learning needs of the students.

### LISMORE

Lismore Diocese is assisting school leadership teams to facilitate staff in professional learning in the use of data to plan student learning and to track the performance of individual students and cohorts over time. QuickSmart reports provide additional data to school NAPLAN results, standardised assessments, common assessment tasks and continuum mapping.

### CANBERRA

### GOULBURN

Key literacy data collection measures include:

* NAPLAN Smart data
* Running Records
* student reading levels
* PAT Reading Comprehension standardised data
* Student, parent and teacher surveys.

System mandated assessments using *Kindergarten Assessment* Terms 1 and 4, and *Year One Observation Surveys* in Year 1, Term 1 were used to identify students in the early years considered ‘at risk’ in their reading development. These students were targeted for inclusion in the intensive Reading Recovery program. Teaching Reading Levels were used to continue to track students who have been discontinued from Reading Recovery.

Key numeracy data collection measures include:

* PAT Maths testing for Years 3 to 6
* SENA 1 interviews for Years K-to 2
* Weekly or bi-term reports from Numeracy Contact Teachers
* Nelson Assessment Kit interviews
* Individual student profiles containing qualitative data.

### Local Measure (vii) Approaches used to improve teacher capability and the effectiveness of literacy and/or numeracy teaching

### NSW Government Schools

In order to build teacher capacity, Government schools were required to commit ILNNP funding in accordance with the *Professional learning policy for schools*. Schools reported 3,289 professional learning activities undertaken as part of the ILNNP, an average of 8.18 per school. Much of the professional learning was structured according to the needs of the school and included whole-staff, faculty, stage or grade based meetings.

Some schools reported a large number of professional learning activities, reflecting the fact that the professional learning often involved small numbers of teachers. These small, focused groups allowed schools to specifically address the expertise and experience of each teacher, in order to meet individual needs and build capacity in a sustainable way.

Schools commented on the value and efficacy of the professional learning activities. This success reflects the quality of the presentations but also the careful planning and selection of the professional learning sequence to match the needs of staff. Schools analysed data from student outcomes, focus groups, teacher and student surveys and individual professional learning plans to inform the design and selection of the professional learning. This ensured the building of capacity of all staff, including early career teachers.

External consultants were accessed by a number of schools and schools reported that they were able to provide new knowledge and an external perspective. In-school professional learning was favoured with schools noting advantages such as the building of leadership skills, the creation of a culture of learning in the school and the recognition and increase in confidence of highly skilled, but previously unheralded teachers.

One hundred and forty-seven Government schools were identified as undertaking innovative activities that build capacity, including:

* team teaching
* community of schools activities (e.g. shared school development days, planning, transition, leadership)
* mentoring and coaching
* action research
* learning reflection
* on-line delivery
* instructional rounds

In a number of schools, in-school mentors were identified and released to work with individual teachers in planning, programming, delivering and reflecting on lessons, with the mentor being able to tailor support to the particular needs and interests of each teacher. The mentors were involved in demonstration, modelling or team teaching, depending on the needs of the individual teacher and the level of support required.

Peer coaching was implemented in pairs, with two teachers working together to plan a lesson. One teacher delivered the lesson to his or her own class while the other observed. The two teachers reflected on the lesson together, redrafting and refining as necessary. The teachers swapped roles and the observer taught the lesson with their class while the other teacher observed. The pair reflected on the outcomes of the lesson before moving on to another lesson sequence.

Peer coaching and mentoring programs strengthened leadership capabilities for teachers and helped build a dynamic learning culture in schools. Coaching and mentoring were highly valued as the professional learning was completed in context, with no transport or costs apart from release. These processes valued the knowledge and expertise of teachers at the school, and enabled the sharing of the knowledge and skills, increasing the understanding, confidence and leadership skills of teachers involved.

### NSW Independent Schools

In Independent schools, both the student results and the teacher survey responses indicate the growth in the teacher capability and effectiveness of the literacy or numeracy teaching in all of the 18 independent schools participating in the partnership.

Through establishing a clear whole-school focus the school leaders of the participating schools ensured that all were aware of the significance of improving the effectiveness of either literacy or numeracy teaching to ensure improved student learning. Most schools developed a very clear plan for teacher professional learning, the priority of which was underlined by strategies like devoting significant amounts of time at all school meetings to the initiative, supporting teachers to process their learning and transfer it into the classroom and by school leaders being active participants in the professional learning provided to the teachers in their schools.

At William Carey Christian School the professional learning in the junior school has strengthened the culture of all teachers at the school being professional learners through increased sharing of ideas and resources, increased professional reading and collegial discussions. This whole-school focus on reading has had an impact not only on students but also on parents. Teachers researched and delivered workshops for parents to encourage home reading. A practice was also established of sending at least two teachers to externally delivered professional learning. This has led to increased level of accountability of teachers for implementing and sharing the knowledge that had been gained and so developing greater collegiality, conversations and encouragement to implement strategies.

At Summerland Christian College more explicit approaches to teaching in years K-2 have been implemented following three days of the Getting off to a Good Start (GOTAGS) professional learning program, attended by the K-2 teachers (7 teachers).

At Nowra Anglican School, following some external professional learning in comprehension, the knowledge was then embedded into practice through the employment of a specialist teacher to team teach the Super 6 comprehension strategies. Through this mentoring and modelling support, teachers quickly gained confidence in implementing reading comprehension strategies and using strategies in other lessons.

### NSW Catholic Schools

Many approaches undertake within the NSW Catholic sector began with the principal and the school leaderships team working on a local plan of approach. Although some schools were fully autonomous in this endeavour most were supported by coaches, specialists, education officers and on occasion external experts. It was found that in some cases on-going leadership coaching would be necessary throughout the intervention period. All professional learning was conducted as close as possible to the classroom and in many cases in the classroom.

Where school leaders had the capacity to lead the leading, the professional learning proved most effective. The most appropriate leadership styles in this endeavour seemed to be ‘student-centred’ and ‘directional’ leadership that built capacity in the understanding of how and what data is effective in identifying student knowledge and understandings. These approaches developed skills and knowledge in how students learn literacy and/or numeracy, what learning and teaching strategies can best develop effective literacy and/or numeracy skills and how the learning space environment supports learning.

Parramatta Dioceses emphasised the foundation practices such as warm up, learning time and reflection on learning. The Archdiocese of Canberra and Goulburn had a tiered whole-school intervention approach with instruction followed by intensive intervention then trialling of innovations and programing.

Bathurst Diocese had a multi-faceted approach incorporating the following:

* The use of working groups to focus upon a key learning area (KLA), a skill set or a cohort program.
* The use of stage groups to develop a KLA with in their stage as part of a whole-school approach to the KLA.
* Local cluster of schools coming together to work on a KLA in preparation for its implementation.
* Use of a Catholic Education Office (CEO) consultant to guide KLA implementation into a school(s) and develop teacher effectiveness.
* Utilisation of an experienced teacher to lead the development of teacher capacity, skills and knowledge.
* Use of PLC Model and PLTs to implement new syllabus and develop staff skills and knowledge.
* Teacher mentoring, planning, in-class visits, and evaluation to develop specific skills range using PLC Model.

The Diocese of Wollongong had five major goals to their approach, namely:

* Changes in teaching practice guided by use of literacy/numeracy continuums.
* Professional Learning opportunities to unpack Quality Learning and Teaching Framework (DLTF).
* Establishment of a PDPR process which aligns to Australian Institute for Teaching and School Leadership (AITSL) Framework.
* Opportunities for peer teacher observations of teaching practice in and across ILNNP schools
* Staff professional learning (3-6) in classroom program *Focus on Reading* (FOR) and *Taking off with Numeracy* (TOWN)to improve the quality of literacy/numeracy teaching.

### Local Measure (viii) Feedback from staff

### Teacher Survey Results:

Across ILNNP schools in NSW, in both literacy and numeracy, over 4,000 teachers were surveyed using a five-point Likert scale for the final report. The state-wide aggregated results show a significant percentage of the K-8 teachers surveyed agreed or strongly agreed that:

*“They have a deeper understanding of literacy or numeracy teaching since their school’s participation in the ILNNP”* [90.2% of numeracy staff and 92.4% of literacy staff surveyed].

*“Whole-school strategies have improved student performance in literacy or numeracy”* [80% of both numeracy and literacy staff surveyed].

*“Schools have increased the use of data to inform teaching and learning”* [90.2% of literacy staff and 89.4% of numeracy staff surveyed].

*“Targeted approaches have improved student performance in literacy or numeracy”* [85.6% of numeracy staff and 85.1% of literacy staff surveyed].

Teachers surveyed tended to be experienced with almost 77% of surveyed teachers having taught for 6 or more years, and more than 43% of all teachers surveyed having 15 years or more teaching experience.

Using the proportion of aggregated responses across the scale, the following conclusions can be drawn from the data provided by teachers in NSW Government, Catholic and Independent schools who were involved in the delivery of the National Partnership:

Teachers were overwhelmingly positive in regards to their involvement in the ILNNP.

Many teaching practices had changed or been enhanced as a consequent of involvement in the National Partnership.

A positive change in teaching practice was reported consistently across all responses in both literacy and numeracy surveys.

The vast majority of teachers [greater than 90% of all teachers surveyed] achieved goals consistent with the National Partnership.

The results from the teacher survey can be found at Appendix E.

### Student Survey Results:

17,268 students in Years 3 to 8 were also surveyed to ascertain their satisfaction and learning from involvement in the National Partnership. As in the survey of teachers, the five point Likert scale was used to capture students’ responses.

Data was collected by year group, gender and area of intervention: literacy or numeracy.

Using the proportion of aggregated responses across the scale, the following conclusions can be drawn from the data provided by students in NSW Government, Catholic and Independent schools who were involved in the delivery of the National Partnership:

* Greater than 80% of students reported that they enjoyed the content of the intervention.
* Girls engaged in a literacy intervention reported greater enjoyment and understanding of importance than did boys whilst the genders reversed in the numeracy programs.
* Boys seem to understand the wider use and relevance of Mathematics at a higher level than girls of the same age.
* A greater proportion of students identified a lack of ability in Mathematics compared to reading. This may be as a consequence of being able to self-evaluate more easily.
* The understanding of the importance and relevancy of numeracy grows with age as opposed to reading which seems to remain relatively constant.

The results from the student survey can be found at Appendix F.

## SECTION 4: SHOW CASES

## ILNNP SHOW CASE

|  |  |
| --- | --- |
| **School name** | Revesby Public School |
| **DEEWR school ID** | 8613 |
| **Suburb** | Revesby |
| **State/Territory** | NSW |
| **Sector** | Government |
| **School type** | Primary |
| **ARIA categories** | Major City |
| **2013 enrolments** | 328 |
| **Number of Aboriginal and Torres Strait Islander students** | 17 |
| **Number of students with a language background other than English** | 200 (61%) |
| **2013 student attendance rate** | 94.3 in 2012 |
| **Literacy and Numeracy National Partnership (LNNP) school** | No |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

Revesby Public School is a Government primary school in south-western Sydney with an enrolment of 328 students. The school has twelve mainstream classes (K-6) and three support classes for students with disabilities (moderate and mild intellectual disability and Autism). There are 17 Aboriginal students and 61% of the student population come from language backgrounds other than English. There are 27 language backgrounds represented at the school. The school has a staff establishment of 23 including one Aboriginal staff member.

Current literacy programs operating across the school include Focus on Reading (FoR), Language, Learning and Literacy (L3), Reading Recovery, Best Start and Making up Lost Time in Literacy (MULTILIT).

### ILNNP Approach

An analysis of NAPLAN results, student assessment data and school community surveys as part of the Revesby Public School’s situational analysis found that the school had devoted a large amount of school resources and staff professional learning implementing the L3 and FoR programs. The school needed to ensure that the outcomes achieved as a part of its participation in these programs are embedded into class programs to achieve improved student outcomes.

The 2012 NAPLAN Reading results demonstrated that there were lower percentages of Year 3 and 5 students achieving at or above the national minimum standards compared to students in similar school groups. Similarly, there were fewer Year 3 and 5 students achieving in the proficient bands. The percentage of Year 5 students who achieved expected growth in reading was lower than students in similar school groups and less than the previous year’s result.

The focus of Revesby Public School’s ILNNP approach was literacy with all students in Year K- 6 identified as the target group. The school developed targets of:

* increasing the percentage of Year 3 and 5 students achieving proficiency in NAPLAN reading
* increasing the percentage of Kindergarten students reading at cluster 3 or above and
* increasing the percentage of Year 2 students reading at independent levels.
* The professional learning component as part of the school’s ILNNP approach to address targets included:
* support for continued implementation of the L3 and FoR programs
* support for the use of the literacy continuum to identify the teaching focus of classes through data analysis every five weeks
* a focus on quality literacy teaching
* the alignment of the literacy continuum with the NSW Syllabus for the Australian Curriculum English K-10.

### Implementation

The ILNNP approach of Revesby Public School is underpinned by a whole-school approach to improving student outcomes in reading. This whole-school approach recognises the critical role of quality teaching and leadership in improving student learning outcomes. These were embedded in the school’s eight point plan to improve literacy outcomes for all students.

1. Professional Learning

The FoR trainer facilitated the training of teachers in Phase 2 and Phase 3 of the course. FoR is a professional learning program designed for classroom teachers that focuses on teaching reading in Years 3-6. This program is aimed at supporting teachers to equip students with the strategies they need to meet the changing demands of texts. Teachers were supported in the classroom by the trainer and observed demonstration lessons where the trainer explicitly taught comprehension strategies within the structure of modelled, guided and independent learning.

Kindergarten teachers participated in the Best Start and L3 programs. L3 is a research-based Kindergarten classroom intervention, targeting text reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of three to four. Students then rotate to independent individual or group tasks. This occurs in the daily literacy session. The program goal is to reduce the need for more intensive and resource demanding programs (such as Reading Recovery) in future years. Year 1 and 2 teachers participated in the Best Start program.

All teachers received professional learning on the literacy continuum and the NSW Syllabus for the Australian Curriculum English K-10. Teachers collaboratively discussed the markers on the continuum and the syllabus to identify links between the two. Teachers used ongoing assessment to monitor student learning using both the outcomes and continuum.

In-school professional learning was conducted for all teachers on the *Introduction to Quality Literacy Teaching*, data analysis (including NAPLAN and Planning Literacy and Numeracy (PLAN) software), using digital and multi-modal texts and peer coaching.

2. Stage team learning

The school established stage learning teams to include supervisor, classroom teacher and assigned support staff.

3. Co-operative planning

Teachers were released in stage learning teams to plan modelled and guided reading programs that were responsive to the needs of their students. A teaching focus from the literacy continuum was identified through the analyses of data and assessment across all stages every five weeks.

4. Data Collection and Analysis

Learning teams collected and analysed data regularly to identify student need and to provide a focus for teaching. Ongoing rich and authentic assessment tasks were embedded in programs and used at stage meetings to analyse and reflect on programs.

Data was collected by classroom teachers and support staff to develop more focused support and individualised learning plans through Best Start, Reading Recovery levels, NAPLAN and classroom assessments.

5. Quality Teaching Strategies

Daily literacy sessions were conducted which embedded elements of the Quality Teaching Framework. Teachers read rich literacy texts daily to their students and used the Think Aloud strategy to initiate discussion and improve comprehension skills among students.

Kindergarten teachers worked with a mentor to develop quality literacy teaching in the early years. Kindergarten to Year 2 teachers implemented the Best Start quality teaching strategies in classrooms each day to develop student literacy skills and understandings.

6. Teacher leaders in literacy

The executive and teachers developed expertise in the literacy continuum, quality literacy teaching, the two targeted literacy programs and the syllabus and worked closely with staff through mentoring, demonstration lessons, team teaching and co-operative planning. During 2013 most staff completed the Team Leadership for School Improvement program. The implementation of this program helped to build a cohesive leadership team and assist in the development of strategic directions.

7. Monitor and evaluate

All students were placed and monitored on the literacy continuum using the critical aspects of reading texts and comprehension. The school conducted a whole-school review of literacy programs to identify achievement and inform future planning.

8. Quality resources

The school accessed resources to assist with differentiating the teaching and learning of the critical aspects of reading texts and comprehension on the literacy continuum. Class sets of quality texts to use as guided and modelled reading texts, integral to the success of the approach, were purchased.

### Progress/Outcomes

Improvement in student learning outcomes has been evident across K-6 as a result of this initiative. The numbers of students below expectations decreased between the baseline data collection in May and the November data collection, with a striking increase in the numbers of students at or above expectations.

As a result of the strategic professional learning, teachers have a deeper understanding in planning and teaching integrated, systematic, explicit and balanced literacy lessons. They have greater confidence in using the literacy continuum and the NSW Syllabus for the Australian Curriculum English K-10. Videos of literacy lessons demonstrate a greater utilisation of a balanced approach to literacy teaching including modelling, guided and independent activities.

Teachers are now able to record and analyse data to inform future learning and teaching programs and identify the relevant outcomes when planning to use digital and multimodal texts. They have a deeper understanding of teaching strategies when using a variety of stage appropriate rich texts and a better understanding of formative and summative assessments through collaborative planning of lessons.

## ILNNP SHOW CASE

|  |  |
| --- | --- |
| **School name** | Oxley Vale Public School |
| **DEEWR school ID** | 9350 |
| **Suburb** | Tamworth |
| **State/Territory** | NSW |
| **Sector** | Government |
| **School type** | Primary |
| **ARIA categories** | Inner Regional |
| **2013 enrolments** | 340 |
| **Number of Aboriginal and Torres Strait Islander students** | 33% |
| **Number of students with a language background other than English** | 3 |
| **2013 student attendance rate** | 93.4 in 2012 |
| **Literacy and Numeracy National Partnership (LNNP) school** | Yes |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

Oxley Vale Public School is a Government primary school in Tamworth in north western NSW. The school has a student population of 340 with 33% Aboriginal students. The school enjoys strong parental support, enjoying a highly active Parents and Citizens Association and a well-attended ‘Yarn Up’ group.

The school is organised into 15 mainstream classes. There is one special education, multi-categorical class for students with special needs. There is an overall staff establishment of 25 including five Aboriginal staff.

The school has established strong links with Oxley High School enabling the school to implement effective transition programs. The school has links with community groups including; a university, the Department of Rural Health, Oxley Vale Anglican Church, Tamworth Family Support, PCYC, Joblink Plus, Centacare and The Smith Family.

### ILNNP Approach

The focus of the Oxley Vale’s ILNNP approach is literacy with all students in K- 6 as the target group. While the percentage of Year 3 students achieving at or above the national minimum standards in the 2012 NAPLAN reading was higher than students in similar school groups, the percentage had decreased since 2011. The percentage of Year 5 students achieving at or above the national minimum standards was lower than students in similar school groups. Fewer Year 5 students achieved the expected growth in reading compared to students in similar school groups. While the school has eliminated the gap with schools in similar groups in the average progress in numeracy between Year 3 and 5 during 2010-2012, there is still a gap in reading.

Oxley Vale Public School’s goal in undertaking the ILNNP was to increase levels of overall literacy achievements for all students. The main aspects of the school’s approach included the provision of professional learning in the teaching of reading leading to observable changes in classroom practice and improved student achievement. A literacy teacher was employed to facilitate professional learning regarding the literacy continuum, Language, Learning and Literacy (L3), the NSW Syllabus for the Australian Curriculum English K-10 and comprehension strategies. Two additional teachers were employed to deliver high engagement literacy activities. To support the professional learning, the school reviewed whole-school structures that facilitated literacy teaching and learning.

### Implementation

Oxley Vale Public School’s ILNNP approach built on the school’s literacy plan, and included professional development for both teachers and the school executive,

The ILNNP enabled the employment of additional staff. This included the literacy teacher who collaborated with local consultants to provide whole-school staff meetings, stage meetings and in-class support. In addition to the literacy teacher, two other teachers were employed. One of these teachers had the responsibility of facilitating professional learning on high engagement activities through technology. The teacher supported teachers in assisting students to access digital texts using iPads. This increased teacher knowledge and understanding of unpacking key visual literacy skills and text analysis. The other teacher assisted targeted students in Year 5.

The initial professional learning, as part of the ILNNP, was The Australian Institute for Teaching and School Leadership (AITSL) Leadership Training, a 50 hour online course on leading curriculum change. It was completed by four of the school’s executive.

The focus areas of the whole-school professional learning were L3 and the teaching of Super Six comprehension strategies. L3 is a research-based Kindergarten classroom intervention, targeting text reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of three to four. Students then rotate to independent or group tasks. This occurs in the daily literacy session. The program goal is to reduce the need for more intensive and resource demanding programs in future years, including Reading Recovery.

A member of the school’s executive attended an external course on the literacy continuum and then facilitated whole-school professional learning in the understanding and use of the continuum.

Oxley Vale Public School used whole-school planning processes to identify aspects of reading underperformance for particular student cohorts and for individual students. In addition to the analysis of NAPLAN, the school utilised a number of assessment methods to provide baseline data in reading. These included Best Start, running records, classroom observations, individual conferences, student work samples and standardised testing. Teachers used the assessment data to map all students on the literacy continuum.

Staff meetings were dedicated to professional learning in Super Six comprehension strategies. The meetings provided information to teachers on how to use the strategies to improve student understanding of the critical aspects of reading texts and comprehension. Strategies for effectively assessing comprehension aligned to literacy units were identified. All staff were provided with professional readings, display charts and support documents to assist them in implementing the Super Six comprehension strategies in their classroom. Teachers were released for 3 days per week over 20 weeks in Semester 2, 2013 to work with the Literacy Teacher through demonstration lessons, team teaching, in-class support and stage workshops involving the explicit teaching of comprehension strategies and the NSW Syllabus for the Australian Curriculum.

An evaluation of literacy resources was conducted with new materials purchased to address student needs including class sets of texts, home readers, school magazines, and readers to support L3.

Literacy sessions were timetabled across the school to ensure effective and efficient use of time and support staff.

In 2014, the ILNNP funded Literacy Teacher will focus the professional learning on the Focus on Reading (FoR) program following the successful implementation of the Super Six comprehension strategies. FoR is an intensive professional learning program to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency.

### Progress/Outcomes

The changes to student learning outcomes have been striking. There has been a dramatic reduction in the numbers of students achieving well-below expectations between May and the November data collections. For example, in one grade, the numbers of students below expectations has decreased from 37 to 4. The pattern of decreasing numbers of students below expectations and a corresponding increase in the numbers of students at or above expectations was observed for both Aboriginal and non-Aboriginal students across K-6.

The changes observed include an increase in teacher confidence in the implementation of the new English K-10 syllabus for the Australian Curriculum. The students are consistently using the strategies and language of the Super Six comprehension strategies. The language of the Super Six is included in reporting to parents. Teachers are developing authentic assessment tasks tracking student progress using the literacy continuum. While Oxley Vale Public School will not be able to employ an additional teacher at the end of the ILNNP it is confident that the professional learning already undertaken will sustain the processes into the school’s culture.

## ILNNP SHOW CASE

|  |  |
| --- | --- |
| **School name** | Coomealla High School |
| **DEEWR school ID** | 6378 |
| **Suburb** | Dareton |
| **State/Territory** | NSW |
| **Sector** | Government |
| **School type** | Secondary |
| **ARIA categories** | Outer Regional |
| **2013 enrolments** | 355 |
| **Number of Aboriginal and Torres Strait Islander students** | 89 |
| **Number of students with a language background other than English** | 10 |
| **2013 student attendance rate** |  |
| **Literacy and Numeracy National Partnership (LNNP) school** | No |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

Coomealla High School is a Government high school in the south-western corner of NSW. Students live in a number of small communities, on a range of horticultural and pastoral properties and some students live in very isolated and remote areas. The student enrolment of 355 includes a wide range of academic abilities, socio-economic backgrounds and an Aboriginal student population of 89, which has increased over the recent years.

Student attendance rate is an issue for the school, especially for Aboriginal students. The attendance rate for Aboriginal students was 76.5% in 2012. The retention rate from Year 10 to Year 12 in 2012 was lower than schools in similar school groups and the state. The percentage of Aboriginal students completing Year 12 in 2012 was 40%.

The teaching and administrative staff of 44 includes one Aboriginal teacher. There are also four Aboriginal in-class tutors and an Aboriginal community liaison officer employed.

The school has well established links with partner primary schools, and has developed a transition program where the schools share information to give students the best possible start to high school. To support the transition, a Connected Outcomes Groups (COGs) approach to the curriculum has been implemented for Stage 4 students.

Partnerships with local businesses and organisations, including the Wentworth Shire Council, Mildura Development Corporation, Aboriginal Education Consultative Group (AECG), Coomealla Health Aboriginal Corporation, Sunraysia TAFE and Wentworth District Rowing Club provide students with opportunities to be involved in cultural, vocational, arts and sporting activities.

### ILNNP Approach

In preparation for the Improving Literacy and Numeracy National Partnership (ILNNP), Coomealla High School conducted a rigorous situational analysis which identified numeracy as the school’s focus area.

The 2012 NAPLAN in numeracy showed that a higher percentage of Year 7 and Year 9 students were achieving at or above the national minimum standards compared to students in similar school groups but lower than the State average. The percentage of Year 9 students achieving the expected growth was higher compared to students in similar school groups but lower than for the State. While the percentages of Aboriginal students achieving the expected growth in numeracy exceeded those for non-Aboriginal students there were no Year 7 or Year 9 Aboriginal students in the higher bands.

Coomealla High School established an ILNNP team to identify the target group for the initiative. Following an analysis of the NAPLAN data and a range of curriculum-based assessments and standardised testing, and in consultation with the Mathematics faculty and classroom teachers, it was decided to target all Year 7 students.

The ILNNP approach is underpinned by whole-school strategies and aims to improve the performance of students who are falling behind in numeracy. The school’s specific goal for the target group was to improve the achievement of Year 7 students on the numeracy continuum in the aspects of ‘Counting as a Problem Solving Process’ and ‘Place Value.’

The professional learning component of the ILNNP approach will support teachers across the Key Learning Areas (KLAs) to incorporate the two identified aspects the numeracy continuum into their classroom practice.

### Implementation

Coomealla High School’s ILNNP approach is being coordinated by the cross-faculty ILNNP team. During 2013, the team facilitated a number of strategies, detailed below.

The employment of a primary based teacher as the numeracy leader to facilitate professional learning for the ILNNP approach. The focus areas for professional learning were informed by staff surveys and discussions during the Teacher Assessment Review Schedule process. The numeracy leader interpreted the baseline data to create numeracy programs addressing the two numeracy aspects of the continuum for all KLAs. The numeracy leader was employed four days per week for the whole of the second semester and provided in-class support through demonstration and team teaching. An additional teacher was employed to support the implementation of the units of work through demonstration lessons and team teaching during Term 4 for one day per week.

* The provision of school-based professional learning on the numeracy continuum by the Mathematics consultant.
* The provision of teacher professional learning on curriculum differentiation.
* The provision, by the numeracy leader, of in-class support through demonstration and team teaching approaches to incorporating numeracy strategies in teaching and learning across the KLAs.
* The use of the Learning Centre to deliver the numeracy program for students identified as requiring additional support.
* The establishing of extension activities in numeracy through the exploration of problem solving techniques and participation in Mathematics competitions.
* The development of personalised learning plans for all Aboriginal students in consultation with parents, students and teachers.
* The building of teacher capacity in the use of information and communication technologies to further engage students in numeracy.
* The development of a cross KLA approach to numeracy for all Year 7 classes. This was supported by the existing COGs approach to teaching and learning in Year 7 and 8 classes.
* Teacher release allowing teachers to work with the numeracy leader to build knowledge on the numeracy continuum, place and monitor students on the continuum and write units of work with numeracy aspects embedded in the teaching and learning strategies.

### Progress/Outcomes

Teachers were both receptive and responsive to the professional learning on the numeracy continuum. They found the professional learning supported them in placing students on the continuum as well as providing them with ideas for future planning. The main benefit was the use by teachers and students of a common language and methodology across KLAs.

The demonstrations and team teaching conducted by the additional, ILNNP funded teachers, provided a more hands on approach to incorporating numeracy into the KLAs. They demonstrated a differentiated approach to teaching and learning.

Student outcome data revealed the strength of the activities undertaken so far. The numbers of Aboriginal and non-Aboriginal students below expectations was halved between the May and November data collections. There has been a corresponding increase in the numbers of Aboriginal and non-Aboriginal students at or above expectations, with further progress anticipated for 2014.

## ILNNP SHOW CASE

|  |  |
| --- | --- |
| **School name** | Bourke-Walgett School of Distance Education |
| **DEEWR school ID** | 24735 |
| **Suburb** | 2 sites: Bourke and Walgett |
| **State/Territory** | NSW |
| **Sector** | Government |
| **School type** | Primary |
| **ARIA categories** | Very Remote |
| **2013 enrolments** | 72 |
| **Number of Aboriginal and Torres Strait Islander students** | 2% |
| **Number of students with a language background other than English** | 0 |
| **2013 student attendance rate** | Measurement of student attendance on a daily rate is not reported on by Distance Education Schools. Bourke-Walgett School of Distance Education’s attendance rates are based on attending and participating in the scheduled learning programs as well as the number of returned sets of work. |
| **Literacy and Numeracy National Partnership (LNNP) school** | No |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

Bourke Walgett School of Distance Education is a split site Distance Education Primary School with sites 230 kilometres apart, one in Walgett, one in Bourke. The school supports its teaching and learning program through the use of the Satellite Education Program for all geographically isolated enrolments. Bourke-Walgett School of Distance Education provides individual programs for students who cannot attend a regular school. These programs cater for a range of students including students with medical conditions, travelling and isolated students. The school has a strong focus on utilising technologies such as satellite delivery and videoconferencing that create collaborative class groups. The satellite upgrade in 2013 saw the introduction of the new software REACT which allows 2 way audio and vision.

The student enrolment of 72 consists primarily of geographically isolated students, with a small number of travelling students enrolled in the school for periods of between 3 and 12 months.

Field Services such as home visits and mini schools are offered to all isolated students. Home visits are conducted during Term 1 and are used as opportunities to experience the child's environment, conduct assessments and discuss issues with the teacher. Mini schools are conducted at the end of term for a duration of four days. Students are exposed to a social and academic setting that encourages them to participate in many group and team based activities.

The school employs eight full time teaching staff, four casual teaching staff and three non-teaching staff.

### ILNNP Approach

In preparation for the ILNNP, the school conducted an analysis of data including NAPLAN, running records, informal observations, student work samples and standardised testing to map all students on the literacy continuum. While the number of the cohort assessed is small, the students from Bourke-Walgett School of Distance Education produced excellent results in NAPLAN assessments in 2012 and demonstrated excellent growth from Year 3 to Year 5. Historically, the school identified students and in particular boys in Years 3 to 6 as in need of additional support in reading. An additional teacher, utilising ILNNP funds, was employed to provide individualised support in in this area.

The school concluded that an intensive and specific literacy teaching approach was required for all students. While the school is adopting whole-school strategies for its ILNNP approach, it is targeting students well-below and below their grade expectation on the literacy continuum. The literacy team reviewed the data in consultation with the home supervisor (usually a parent). The school’s target was to increase the achievement of the targeted students in reading texts and comprehension by two clusters on the continuum by the end of 2013.

The school’s ILNNP approach includes a professional learning component and a targeted student support component.

In support of the targeted student program, the school developed a professional learning plan that would build teacher capacity to assess all students, map and monitor them on the continuum and develop evidence-based, integrated literacy programs.

### Implementation

The school employed an additional teacher who took on the role of supporting the needs of the targeted students. The introduction of the REACT software during the school’s participation in ILNNP enabled the teacher to observe students more frequently and provide advice to the class teacher and home supervisor. In consultation with the classroom teacher, the teacher provided two additional lessons per week to the home supervisor to supplement their class lessons. Following the session, the additional teacher met with the classroom teacher to discuss amendments to the program. The focus was on working with the classroom teacher to maximise the learning, especially modelling comprehension strategies and reading texts.

The student support sessions were structured allowing time for the teacher and home supervisor to discuss issues related to reading strategies without the student being present. Support was provided to the home supervisors to further assist isolated students. Home supervisors were instructed on the use of the Pause, Prompt and Praise strategy and the teacher consistently modelled the process with each student.

The school conducted integration days each fortnight where a core group of students attended. Any targeted students attending these days received an additional face to face lesson.

The professional learning component of the school’s ILNNP approach included:

* analysing a range of data to select the target group
* building an understanding of the literacy continuum
* supporting the mapping of all home isolated students on the literacy continuum
* developing quality literacy programs and
* using curriculum-based assessments to monitor student progress on the continuum.
* The professional learning was delivered onsite, externally and online.

A range of curriculum-based assessments were conducted to check the progress of students on the literacy continuum and inform future practices. A data wall was developed to plot overall student achievement.

### Progress/Outcomes

Student outcome data has been encouraging. There has been a pleasing reduction in the numbers of students below expectations, with a dramatic difference in the numbers who were assessed as well-below expectations.

The school plans to continue with the program of intensive and explicit teaching to ensure students who are demonstrating skills well-below and below their grade expectations maximise the additional support and progress their learning on the continuum. The extra time with the additional teacher has provided opportunities to challenge disengaged students with more challenging texts. The one-on-one support has encouraged greater engagement in the learning. It has also built a team approach as it gives the home supervisor the language to discuss the learning with their child and the teacher. The discussions between the teacher and home supervisor add to the collective knowledge of the student’s learning.

## ILNNP SHOW CASE

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| --- | --- |
| **School name** | Nowra Anglican College |
| **DEEWR school ID** | 16955 |
| **Suburb** | Bomaderry |
| **State/Territory** | NSW |
| **Sector** | Independent |
| **School type** | Combined |
| **ARIA categories** | Outer Regional |
| **2013 enrolments** | 758 |
| **Number of Aboriginal and Torres Strait Islander students** | 39 |
| **Number of students with a language background other than English** | Small number (not specified) |
| **2013 student attendance rate** | 95% to 96% |
| **Literacy and Numeracy National Partnership (LNNP) school** | No |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

Nowra Anglican College is a regional co-educational K-12 school located on the South Coast of NSW at Bomaderry. The student population is approximately 760, of which 5% identify as being Indigenous. School attendance levels have consistently been between 91% and 95% across all grades for the past three years. The need to focus on reading skills across all year levels was identified at the beginning of the project by the NAPLAN results, Progressive Achievement Test (PAT) results and other diagnostic data.

There are currently 53 members of the College teaching staff of which 6 are New Scheme teachers. 89% of the College teaching staff has been in the profession for 5 or more years. There are two members of staff who are in their first year of teaching.

### ILNNP Approach

The school identified that 22% of students were performing below or significantly below their appropriate grade level in reading. The data indicated that student literacy levels would benefit from the development of a consistent whole-school literacy program specifically targeting comprehension. While MultiLit and MiniLit had been introduced as a Tier 2 / 3 intervention through the school’s participation in the Closing the Gap Initiative, it was evident that access to these programs needed to be expanded during the College’s participation in ILNNP.

The College’s leaders decided to establish a Literacy Committee to develop a whole-school literacy framework. This Literacy Committee provided the opportunity for teachers to participate and manage the design and implementation of a whole-school approach. The school literacy plan was further supported by consultants providing professional learning for teachers on use of data and the teaching/learning cycle. Additional in-school professional learning was provided on assessing student reading and adjusting classroom strategies and programs to meet student needs.

### Implementation and Progress

The Principal and Leadership team began by developing a school plan, after having attended a two day workshop to further their skills in whole-school data analysis, planning and leading.

The first action of this plan was to establish literacy as a whole-school focus through the creation of a Literacy Committee tasked with the development of a school Literacy Framework. Teachers were invited to participate and form a focus group. Two teachers were released to undertake research on literacy strategies to the Committee. It was through this process that the “Super 6” comprehension strategies were identified as an essential approach to be implemented across the school.

While a culture of data analysis and evidence–based teaching and learning had already begun developing across the school, the ILNNP project provided the opportunity to develop a consistent school wide approach focused specifically on literacy. A consultant was contracted to provide professional learning on the use of data and gathering evidence to inform teaching and learning resulting in a broadening of teachers’ awareness of the forms of data, PAT, TORCH, SMART data and classroom evidence. It also strengthened teachers’ understanding of how data can be used to confirm if learning has improved. At the beginning of the project the results of TORCH diagnostic testing resulted in Year 4 being targeted for specific attention. Retesting not only gave teachers evidence that progress had been made by these students, but also provided an indication of future direction. This evidence helped the development of a culture of using data to inform decision making.

Following the delivery of professional learning by the external consultant the school embarked on a structured in-school professional learning process centred on “Super 6” Comprehension Strategies. An identified expert teacher on staff delivered this through modelling, team teaching and mentoring. The content focussed specifically on the explicit teaching of comprehension strategies incorporating meta-cognitive thinking strategies such as thinking partners, think aloud and open questioning.

A teacher in Year 7 on using the making connections strategy of the Super 6 strategies commented:

*“… on using Making Connections , a boy who had behavioural issues became very engaged as he was an expert and could talk and explain shearing, the topic of the text. “*

This collaborative approach to teaching and programming combined with the expertise and enthusiasm of the mentoring teacher led to most teachers being willing to be involved. It also created a greater cultural change where teachers were more willing to open their classroom and share their teaching practice with their colleagues.

The professional learning has been maintained and reinforced through the allocation of time to staff development in Literacy at staff meetings. This refocus of the agendas of staff meetings has also been a significant strategy supporting the changing culture at the school.

This approach has delivered some unexpected positive impacts, e.g. a Year 11/12 teacher sought professional development from the expert teacher to adopt effective strategies in comprehension for use in Years 11 and 12. This is an indicator of the potential of this approach in achieving whole-school change.

**Outcomes**

The most significant outcome for the school has been the substantial improvement in the students’ literacy skills. At the start of the project there were 103 students K to 8 (22%) assessed as having literacy skills below or well below expectation. Post test data shows a significant positive move, the number being reduced to 70 students (16%). Teachers also observed that many students in this targeted group were more engaged in learning with less behavioural issues after Tier 2/3 intervention (MultiLit) had been undertaken.

Equally, the improvement in the number of students in the two upper levels of above and well above expectation has been very encouraging for all the teachers. At the beginning of the schools’ participation in ILLNP, 174 students (38%) were in the top two levels, compared with 228 students (52%) in the final assessment.

By working through the challenges presented by participating in this project the leadership team has increased their capacity to lead and manage cultural change. The leaders intend to structure future in school PL informed by the learnings from this project. This includes increasing the effectiveness of PL input by varying the groupings K-12, to K-6 and 7-12, allowing for greater involvement and accountability, and in particular increased the involvement of High School teachers.

Teachers have becoming more focused on using evidence to inform their teaching and to meet the needs of the students. While there has been substantial progress the schools leaders recognise that more is needed, particularly in the High School years. The school anticipates that over the longer term students should achieve better results at the end of High School as the teachers’ practice changes to more explicit teaching of literacy across the curriculum.

## ILNNP SHOW CASE

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| --- | --- |
| **School name** | St Clare’s Catholic High School |
| **DEEWR school ID** | 18250 |
| **Suburb** | Hassall Grove |
| **State/Territory** | NSW |
| **Diocese** | Parramatta |
| **Sector** | Catholic |
| **School type** | Secondary |
| **ARIA categories** | Major City |
| **2013 enrolments** | 764 |
| **Number of Aboriginal and Torres Strait Islander students** | 25 |
| **Number of students with a language background other than English** | 752 |
| **2013 student attendance rate** | 91% |
| **Literacy and Numeracy National Partnership (LNNP) school** | Yes |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

St Clare’s is a coeducational Catholic high school in the Parramatta Diocese.

It is located in Hassall Grove, which is in the Mt Druitt area. The school is located in a low socio-economic area.

The school caters for students from Years 7 to 10. The school currently has 764 students. Out of the 764 students, 752 are from a non-English speaking background. 25 students are from an Aboriginal or Torres Strait Islander.

A large proportion of students have literacy needs that have a direct effect on their progress in numeracy. This needs to be taken into account when developing a plan to improve the numeracy outcomes for students.

### ILNNP Approach

The main approach used by the school has been to use ILNNP to further support the **Extending Mathematical Understanding (EMU)** numeracy project which is used in other primary and secondary systemic schools in the Parramatta Diocese.

The approach required all targeted students to complete a **Mathematics Assessment Interview (MAI)**, in order to identify specific vulnerabilities within the four numeracy domains of counting, addition and subtraction, multiplication and division and place value, where students needed further development.

The MAI provided teachers with details regarding the areas where students are experiencing difficulties.

This helped teachers critically analyse how they taught mathematical concepts and develop their understanding of assessments and what makes an assessment an effective tool for learning.

There were three teachers trained as numeracy specialist intervention teachers, as part of the numeracy project.

Purchased increased resources for numeracy warm ups. This has assisted teachers in monitoring students’ progress. The greater access to manipulatives for example, has also allowed students to develop the required numeracy skills to experience success in the mathematics lesson. It has also been observed by the mathematics teachers that students tend to be more focused after a warm up.

There has been a withdrawal 2nd wave intervention program which has focused on students who have achieved well below the benchmark growth points in the four domains of the MAI. These students undertook a more focused program developing the student’s ability in the four domains.

This program has been very successful for both teachers and students. Teachers have been able to develop their understanding of how to teach basic numeracy concepts in a number of different ways. Students have also benefited as they have received the required time and learning experiences to be able to experience success in the four numeracy domains.

The capacity of the Mathematics staff to teach and lead numeracy has been fostered by the in situ work of a Teaching Educator (TE) and the release of teachers to work with both the TE and numeracy lead teachers, as well as the creation opportunities for collaborative planning and co-teaching with colleagues.

### Implementation

Three teachers trained as numeracy specialist teachers.

All targeted students completed an MAI in order to identify the areas within the four target numeracy domains that they were experiencing difficulty with. The MAI allowed teachers to determine the growth points students have achieved. This helped us identify which of the four domains required the greatest attention.

Resources required by the school in order to help students develop their understanding in the four domains were identified, resulting in the development of the ‘maths matchbox kit’. These kits were structured to be used regularly in the classroom.

During 2013 teachers were tracked the progress of targeted students in the four numeracy domains, providing teachers with information on the required pedagogical direction for continued improvement.

A withdrawal program was developed for students identified as being well below the benchmark growth points for their stage of learning. These students had the opportunity to develop their numeracy skills in small groups of three.

The students involved in the withdrawal program made the greatest amount of progress in the four domains. This is attributed to the focus of the sessions. Teachers were also able to develop their ability to teach basic numeracy concepts in a variety of ways and develop their ability to incorporate hands on resources.

### Progress/Outcomes

For teachers the improvements seen through the schools’ participation in ILNNP have been mainly around the development of their ability to teach basic numeracy concepts in a stage four mathematics context.

In classrooms the use of numeracy warm ups is now embedded within the mathematics programs for 2014.The aim is to develop more resources and a bank of warm up activities that are directly linked to stage 4 and 5 mathematical content points.

Teachers have developed their understanding of assessment measures. The use of teacher observation as an assessment tool has been developed amongst all teachers involved in the program.

The use of data to inform teaching has also been developed. Teachers have become more proficient at analysing data in order to recognise areas that require greater focus, as well as to analyse pedagogical approaches that are effective.

The benefits of participation in ILNNP will be maintained by ongoing teacher professional development, including an ongoing relationship with Teacher Educators.

The MAI will be administered for incoming Year 7 students in order to identify students requiring assistance. This will allow teachers to develop teaching and learning programs that have numeracy skill building activities embedded.

The intervention program will be maintained and it will be for a prescribed period of time. The time will depend on the students’ needs and the available resources.

The main challenges are based on time and available financial resources. This will require forward planning, strategic leadership to resource and solve complex problems and creative teaching measures to continue with the benefits that have been gained from participating in this program.

## ILNNP SHOW CASE

|  |  |
| --- | --- |
| **School name** | St Joseph’s Primary School |
| **DEEWR school ID** | 1757 |
| **Suburb** | Condobolin |
| **State/Territory** | NSW |
| **Diocese** | Wilcannia-Forbes |
| **Sector** | Catholic |
| **School type** | Primary |
| **ARIA categories** | Remote |
| **2013 enrolments** | 143 |
| **Number of Aboriginal and Torres Strait Islander students** | 24 |
| **Number of students with a language background other than English** | 1 |
| **2013 student attendance rate** | 93% |
| **Literacy and Numeracy National Partnership (LNNP) school** | No |
| **Low Socio-Economic Status School Communities National Partnership school** | No |

### School Background

St Joseph’s Primary is a parish based school located in Condobolin in the Diocese of Wilcania-Forbes. Geographically located in the centre of New South Wales on the banks of the Lachlan River and part of Wiradjuri country, Condobolin has a population of approximately 3000 people.

This year with an enrolment of 143 students, there are seven classes: Kindergarten, Year 1, Year 2, two Stage 2 classes and two Stage 3 classes. Twenty one teaching and support staff make up the staff population. As St Joseph’s is in a rural area, the majority of students come from farming/ grazier backgrounds. At St Joseph’s School there is a recognition that all children are unique and bring with them their own individual gifts and talents; some children find learning and socialising easy, while a small number find these activities daunting and stressful.

### ILNNP Approach

The ILNNP at St Joseph’s Primary School operates within a tiered approach, providing support for whole class, small groups and individuals. The school determined to focus on both literacy and numeracy in its approach. Professional learning was a critical dimension of the implementation of this project.

Approaches employed across whole class, small group and individual settings include:

*Literacy – reading*

* Addition of reading strategies to the School’s English Sequence of Learning (aiming to finalise in 2014).
* Professional learning focusing on the reading strategies and the explicit teaching of reading strategies.
* Focus on explicit modelling of the reading strategies within the literacy block.
* Support for the development of reading strategies within guided reading sessions.
* 1:1 reading support for identified students working below and well below the benchmark.
* The development of the ‘Reading Coach’ role with specific guidelines to support the student and the coach.

*Numeracy -number*

* Integration of First Steps Mathematics.
* Close analysis of Sena data and the application of DENS, ICT and First Steps Maths activities.
* Additional in class support (small group) with NP Instructional Leader to support students working below and well below the benchmark.
* Quicksmart Numeracy – intervention program.

### Implementation

*Literacy - numeracy*

Professional learning cycles over a 3 week period were undertaken. Teachers engaged in a spirit of collaboration and sharing providing constructive peer feedback to each other. This has created a platform for more professional dialogue, sharing and collaboration.

All staff also participated in professional learning, including on:

The 18 reading strategies identified in the First Steps Reading resource. Staff re-familiarised themselves with the reading strategies. Based on analysis of student performance data, strategies most appropriate to each stage of learning were identified for focus - Creating Images, Skimming, Self-Questioning, Summarising & Paraphrasing and Scanning.

Fundamental reading strategies to the English Sequence of Learning; professional learning focusing on the reading strategies and explicit teaching of them.

1:1 reading support for identified students working below and well below the benchmark.

The introduction of a “Reading Coach”, with identified students receiving daily reading support. The Aboriginal Education Worker undertook further professional learning and has also taken on the role of “Reading Coach” to further support identified students.

*Numeracy – number*

Teachers collaboratively developed agreed practice for the teaching of mathematics which includes First Steps in Mathematics and Quicksmart.

The Lead Teacher (Mathematics) facilitated professional learning for teachers and created First Steps resource boxes for each stage of learning.

All class teachers use the First Steps in Mathematics diagnostic tasks and activities, with Key Mathematical Understandings added to the school’s Sequence of Learning.

The Instructional Leader facilitated; the monitoring and tracking of data; diagnostic assessment using First Steps and DENS diagnostic tasks; and a variety of tailored learning opportunities involving games and interactive whiteboard tasks; and

support for Stage 2 classes during the Numeracy block, including small group work.

Five staff members (Principal, Curriculum Co-ordinator, NP Instructional Leader, Aboriginal Education Worker and a Teacher’s Aide) were trained in the use of the Quicksmart intervention. At the school a Quicksmart room was set up, resources were purchased and organised and students were pre-tested. Student data was analysed and future direction was established and planned for. Individualised work was planned and delivered.

Implementing Quicksmart was an enormous undertaking with a range of challenges along the way, including timetable adjustments. Staff at St Joseph’s have been very willing to accommodate Quicksmart and are seeing positive results. It has proved to be a valuable tool to support students in the area of Mathematics.

### Progress/Outcomes

### Modelled Reading- Explicit Teaching of Strategies & Guided Practice to Develop Competence

During K-6 goal setting and conferencing (reading), teachers noted that the students had developed a larger repertoire of reading strategies. They readily articulated their use of strategies such as creating images, self-questioning, skimming, summarising & paraphrasing and scanning, a shift from only being able to articulate word identification strategies like sounding out, chunking, re-reading and reading on. They were able to demonstrate insights into how and why they applied specific strategies and identify newly learned reading strategies as areas that they wanted to develop further. Positive growth amongst many participating students was achieved, including T10 of the 28 students receiving 1:1 reading support reaching level 30.

In addition to progress in reading levels, these children have developed a metacognitive thinking vocabulary to discuss their reading achievements and identify areas they need to develop further.

### Stage 2 Maths/ Stage 3 (Year 5) Maths

Teachers feel valuable differentiation has being achieved. Many identified children feel overwhelmed in a larger classroom environment and they have enjoyed working in a small group situation. It has also created a more focussed environment for the mainstream children, thus improving their learning.

### Quicksmart Numeracy

Quicksmart has increased confidence levels of students. This has been observed by parents, classroom teachers and Quicksmart instructors. Student skill sets have developed significantly through their participation in the program, with improvements in both speed and accuracy. At this point students have participated for 17 weeks of a 30 week course, and are expected to show significant positive outcomes at the conclusion of the course.

## SECTION 5: SUSTAINABILITY

### The degree of sustainability of the approaches at the sector/school level

Analysis of school plans and school documents provides extensive evidence of sustainable practices being developed under the Improving Literacy and Numeracy National Partnership. The practices detailed below include building teacher and leadership capacity and changes to structures, as well as the establishment of quality systems.

All NSW schools have developed sustainable and meaningful professional learning which has moved beyond information sessions to a model that:

* has a clear outcome in mind
* is evidence-based
* is linked to school, stage/faculty and individual teacher needs
* fosters ongoing conversation and collaboration
* is embedded in daily classroom practice
* provides support through mentoring/coaching programs
* is ongoing over a longer period of time
* results in improved student learning.

NSW Government schools have built leadership capacity through school executives undertaking leadership and school improvement training, providing professional learning on data analysis the creation of principal networks across New South Wales and the focus on a provision of leadership opportunities for aspiring leaders.

Government schools have also focussed on building teacher capacity through the provision of professional learning on, data analysis, quality teaching and learning programs, curriculum-based assessments. Employing ICT as a tool to engage students and using an increased range of assessment tools to identify students’ needs has also increased teacher capacity whilst aligning pedagogical practices to the National Teaching Standards.

Government schools at a system level have established sustainable school structures including:

* introducing mentoring/coaching programs
* integrating school targets into faculty plans
* restructuring of daily organisation, classes, timetables, teams, meetings, use of support staff, literacy/numeracy sessions
* the development of policies, professional learning matrices, scope and sequence
* enhancing technology systems to improve learning opportunities for students and teachers
* enhancing recording, monitoring and reporting on student learning systems
* developing individual learning plans and professional learning plan processes
* strengthening community of schools activities including transition programs
* supporting parent and community engagement and partnership strategies
* whole-school analysis of data to inform planning including targeted students and staffing.

All Independent schools understand that to embed a significant change in practice takes time and that while major developments have occurred in the short time frame of this partnership in the effectiveness of the literacy or numeracy teaching, these new practices will still require monitoring and support. The adoption or refinements of the whole-school three tier approach has delivered positive impacts on school planning, use of data and monitoring of student learning. This together with the cycles of data use, the increased skills of teachers in using data in their practice will also need to be continued to be supported at school level to ensure a sustained change.

The improvements in the student learning delivered in the short timeframe of the partnership will provide the school leaders with the evidence that persisting and refining the new approaches will deliver even greater improvements in the future. The efficacy of the strategies and approaches used in Independent schools to deliver the improvements in teacher practice will also be a useful learning for any future attempts to implement significant change in practice or school culture.

Catholic Dioceses have approached their involvement in the National Partnership with sustainability as a key consideration. Being aware that funding in support of teacher professional learning may be a challenge for many Dioceses beyond the conclusion of National Partnerships, they have been strategic in training coaches and specialists to help continue this valuable work.

Momentum will also be a challenge with the emphasis on the implementation of the National Curriculum from 2014. It is hoped that established Learning Communities will have developed ‘in-built’ energy to guarantee their continuation beyond the life of the program. Success will generate interest and schools are willing to share expertise and good practice within and beyond the school.

With the improved use of the ‘language of learning’ teachers are able to more clearly share experiences and skills within the profession and to be involved in quality learning themselves beyond 2013. Leaders feel more able and as a collective benefit more confident to lead and share literacy and numeracy interventions. There is a degree of modelling and mentoring which will help with sustainability. The use of data has been demystified for many and these skills will be maintained with continued use. Many more staff recognise, support and encourage good and best practice and this will also help with promotion and sustainability.

### Barriers or challenges to sustaining improvements

In NSW Government schools a high proportion of additional casual and temporary staff employed through ILNNP program funds will not be retained following the cessation of the ILNNP resulting in reduced availability of:

* Teacher release for professional learning, school-based and external
* Classroom support for students including School Learning Support Officer (SLSO) time
* Mentoring/coaching of teachers
* Individual support for targeted students

However, a number of Government schools have developed alternative systems or are planning to use other funding to continue practices that have been found to achieve success. Some schools intend to continue the practices established, but to a reduced degree.

NSW Independent schools have reported that with the cessation of ILNNP funding it will not be possible for the schools to maintain the increased levels of teacher aide support, nor the increased hours of employment of specialised staff. The increased intensive focus and increased teacher capacity have reduced, to some extent, the level of need in schools; however schools will still face time and funding challenges to ensure that the gains are not lost. This is a particular challenge for the smaller and regional schools as the consultancy support this partnership provided to schools will also not be able to be sustained.

The NSW Catholic sector reported some concerns regarding distance and remoteness. Although online learning (and in particular video-conferencing) is useful, the lack of access to casual staff prevents many schools from maximising the benefits it may offer to the sector. As staff move and leadership changes, the challenge for sustainability rises. Some of the rural Dioceses have developed an all-of-Diocese approach to try and accommodate the teacher movement issue. Without the impetus that ‘program funding’ provides though guidelines, agreed timelines and outcomes, approaches etc. Dioceses and schools will need to be disciplined in their approaches and ensure that professional learning levels are maintained beyond 2013.

### Additional information about how the efforts applied under the ILNNP are complementing other state initiatives to improve literacy and numeracy.

In NSW activities undertaken during the ILNNP have complemented ongoing state initiatives in the following areas:

The NSW Literacy and Numeracy Action Plan:

The whole-school approach under the ILNNP complements the $261 million NSW Literacy and Numeracy Action Plan, which aims to lift literacy and numeracy outcomes in years K-2 through:

* Instruction leadership.
* Professional learning in the effective use of student data and in the effective delivery of literacy and numeracy teaching.
* Personalised learning to meet individual student needs.

Under the Literacy and Numeracy Action Plan, the NSW Government has committed lifting literacy and numeracy outcomes across government and non-government schools over five years. Each sector sets annual targets and report annually to the Minister for Education on progress in implementing the objectives of the Action Plan, including providing evidence of improvements in student literacy and numeracy performance.

Great Teaching Inspired Learning:

This initiative works to improve the quality of teaching and learning in the areas of literacy and numeracy in all NSW schools. Specific emphasis is placed upon addressing the professional learning needs of teachers at the different stages of their careers.

Key features of this initiative which support improved literacy and numeracy instruction in NSW schools include:

* Raising the academic standards required to enter teaching degrees, with entrants to NSW undergraduate teaching programs to achieve HSC Band 5 results in a minimum of three subjects, one of which must by English.
* The introduction of a mandatory literacy and numeracy assessment that pre-service teachers must pass before acceptance into their final year teaching rounds. This will ensure that teacher education graduates have levels of literacy and numeracy equivalent to those in the top 30 per cent of the population.
* Teachers to be better prepared to interpret student assessment data to evaluate student learning and modify teaching practice.
* Teachers supervising professional experience placements to be required to undertake professional learning to support their supervisory responsibilities.

### Appendix A

### Table 1

### LIST OF PARTICIPATING SCHOOLS

| **DEEWR ID** | **School Name** | **Sector (G,C,I)** | **MCEECTYA code** | **Year levels with 2011 NAPLAN data, Reading and Numeracy** | **Address** | **Category\***  **(indicate all that apply)** | **Percentage of Students in B2B in 2011** | **Percentage of A&TSI students in B2B in 2011** | **Percentage of A&TSI students who did not participate in NAPLAN in 2011** | **Number of students in bottom 2 bands** | **Number of A&TSI students in bottom 2 bands** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10438 | Albury High School | DEC | 2.1.1 | Yr 7 | Kiewa St | DN | 19.8 | 64.5 | 19.0 | 152 | 20 |
| 10440 | Albury North Public School | DEC | 2.1.1 | Yr 3,5 | 868 Mate St | SP | 32.5 | 41.7 | 0.0 | 37 | 5 |
| 10442 | Albury West Public School | DEC | 2.1.1 | Yr 3,5 | Mott St | SP | 32.6 | 75.0 | 7.7 | 28 | 18 |
| 14941 | Ambarvale High School | DEC | 1.1 | Yr 7 | Thomas Rose Drive | SP | 45.5 | 58.6 | 10.5 | 245 | 17 |
| 10196 | Ambarvale Public School | DEC | 1.1 | Yr 3,5 | Copperfield Drive | SP | 32.2 | 75.0 | 0.0 | 49 | 3 |
| 8985 | Argenton Public School | DEC | 1.2 | Yr 3,5 | Montgomery St | SP | 20.6 | 11.1 | 0.0 | 7 | 1 |
| 9373 | Armidale High School | DEC | 2.2.1 | Yr 7 | Butler St | SP | 33.3 | 76.5 | 13.3 | 133 | 39 |
| 8587 | Athelstane Public School | DEC | 1.1 | Yr 3,5 | Athelstane Ave | SP | 40.1 | 0.0 | 100.0 | 77 | 0 |
| 10243 | Avoca Public School | DEC | 2.2.1 | Yr 3,5 | Sheepwash Rd | DN | 30.0 | 0.0 | 0.0 | 3 | 0 |
| 9764 | Ballina High School | DEC | 2.2.1 | Yr 7 | Cherry St | SP | 28.4 | 60.0 | 25.8 | 99 | 27 |
| 6340 | Bankstown Girls High School | DEC | 1.1 | Yr 7 | Mona St | SP | 48.9 | 80.0 | 25.0 | 207 | 4 |
| 16648 | Banora Point High School | DEC | 1.2 | Yr 7 | Eucalyptus Drive | SP | 37.1 | 44.8 | 6.3 | 129 | 13 |
| 10671 | Barham High School | DEC | 2.2.2 | Yr 7 | Gonn St | SP | 21.6 | 25.0 | 0.0 | 24 | 1 |
| 9127 | Barnsley Public School | DEC | 1.2 | Yr 3,5 | Cliffbrook St | SP | 36.2 | 40.0 | 0.0 | 50 | 4 |
| 8570 | Bass High School | DEC | 1.1 | Yr 7 | Hume Hwy & Arundle Rd | SP | 58.8 | 37.5 | 20.0 | 285 | 3 |
| 10975 | Bathurst Public School | DEC | 2.1.1 | Yr 3,5 | George St | DN | 20.1 | 45.5 | 8.3 | 51 | 10 |
| 10976 | Bathurst South Public School | DEC | 2.1.1 | Yr 3,5 | Havannah St | SP | 29.2 | 68.8 | 0.0 | 28 | 11 |
| 10977 | Bathurst West Public School | DEC | 2.1.1 | Yr 3,5 | Suttor St | SP | 33.3 | 78.6 | 6.7 | 67 | 22 |
| 9496 | Bellata Public School | DEC | 2.2.2 | Yr 3,5 | Gurley St | SP | 37.5 | 0.0 | 0.0 | 6 | 0 |
| 6362 | Bellingen High School | DEC | 2.2.2 | Yr 7 | 1125 Waterfall Way | SP | 22.2 | 50.0 | 12.5 | 90 | 14 |
| 8739 | Belmont High School | DEC | 1.2 | Yr 7 | 424 Pacific Highway | SP | 25.8 | 48.6 | 14.3 | 198 | 17 |
| 8560 | Belmore South Public School | DEC | 1.1 | Yr 3,5 | Nelson Ave & Canterbury Rd | SP | 23.9 | 0.0 | 0.0 | 33 | 0 |
| 10185 | Bemboka Public School | DEC | 2.2.2 | Yr 3,5 | Kameruka St | SP | 39.5 | 75.0 | 0.0 | 15 | 3 |
| 10276 | Berinba Public School | DEC | 2.2.1 | Yr 3,5 | Church St | SP | 28.4 | 66.7 | 0.0 | 42 | 8 |
| 9969 | Berkeley Public School | DEC | 1.2 | Yr 3,5 | George St | SP | 32.2 | 44.4 | 16.7 | 55 | 8 |
| 10424 | Berridale Public School | DEC | 2.2.1 | Yr 3,5 | Oliver St | SP | 30.0 | 0.0 | 0.0 | 18 | 0 |
| 7821 | Bert Oldfield Public School | DEC | 1.1 | Yr 3,5 | Oldfield Rd | SP | 25.5 | 37.5 | 0.0 | 28 | 3 |
| 8593 | Bexley Public School | DEC | 1.1 | Yr 3,5 | Forest Rd | SP | 30.1 | 0.0 | 0.0 | 55 | 0 |
| 9923 | Bilambil Public School | DEC | 1.2 | Yr 3,5 | Bilambil Rd | SP | 16.0 | 30.0 | 0.0 | 23 | 3 |
| 10513 | Billabong High School | DEC | 2.2.1 | Yr 7 | Gordon St | SP | 26.3 | 20.0 | 16.7 | 57 | 2 |
| 10282 | Binalong Public School | DEC | 2.2.2 | Yr 3,5 | Dickinson St | SP | 16.7 | 0.0 | 0.0 | 3 | 0 |
| 8965 | Biraban Public School | DEC | 1.2 | Yr 3,5 | Beckley St | SP | 31.5 | 25.0 | 0.0 | 17 | 5 |
| 7795 | Birrong Boys High School | DEC | 1.1 | Yr 7 | Rodd St | SP | 59.2 | 75.0 | 0.0 | 171 | 3 |
| 7796 | Birrong Girls High School | DEC | 1.1 | Yr 7 | Cooper Rd | SP | 40.5 | 62.5 | 0.0 | 248 | 5 |
| 7827 | Blacktown Boys High School | DEC | 1.1 | Yr 7 | Sunnyholt Rd & Fifth Ave | SP | 36.6 | 55.6 | 10.0 | 104 | 10 |
| 7828 | Blacktown Girls High School | DEC | 1.1 | Yr 7 | Fifth Ave | SP | 39.7 | 66.7 | 7.1 | 156 | 14 |
| 7829 | Blacktown North Public School | DEC | 1.1 | Yr 3,5 | 1 Bessemer St | SP | 33.3 | 25.0 | 0.0 | 28 | 1 |
| 7832 | Blacktown West Public School | DEC | 1.1 | Yr 3,5 | Lancaster St | SP | 32.9 | 71.4 | 20.0 | 72 | 5 |
| 9780 | Blakebrook Public School | DEC | 2.2.1 | Yr 3,5 | Rosehill Rd | SP | 32.3 | 25.0 | 0.0 | 20 | 1 |
| 10998 | Blayney High School | DEC | 2.1.1 | Yr 7 | Water St | SP | 31.6 | 15.4 | 12.5 | 77 | 2 |
| 10999 | Blayney Public School | DEC | 2.1.1 | Yr 3,5 | Lindsay St | SP | 26.6 | 50.0 | 0.0 | 37 | 1 |
| 11001 | Bletchington Public School | DEC | 2.1.1 | Yr 3,5 | Matthews Ave | SP | 19.0 | 50.0 | 0.0 | 52 | 11 |
| 14949 | Bligh Park Public School | DEC | 1.1 | Yr 3,5 | Alexander St | SP | 28.8 | 20.0 | 9.1 | 62 | 4 |
| 9654 | Boambee Public School | DEC | 2.1.2 | Yr 3,5 | 30 Lindsays Rd | SP | 22.3 | 33.3 | 0.0 | 39 | 6 |
| 10175 | Bodalla Public School | DEC | 2.2.2 | Yr 3,5 | Potato Point Rd | SP | 19.5 | 54.5 | 0.0 | 17 | 6 |
| 9532 | Booral Public School | DEC | 2.2.1 | Yr 3,5 | 2800 Bucketts Way | SP | 14.0 | 0.0 | 0.0 | 6 | 0 |
| 10284 | Boorowa Central School | DEC | 2.2.1 | Yr 3,5,7 | Pudman St | SP | 23.1 | 40.0 | 0.0 | 42 | 4 |
| 24735 | Bourke-Walgett School of Distance Education | DEC | 3.2 | Yr 3,5 | Green Street | DN | 11.1 | 25.0 | 33.3 | 2 | 1 |
| 10415 | Braidwood Central School | DEC | 2.2.2 | Yr 3,5,7 | Wilson St | SP | 28.8 | 43.8 | 0.0 | 82 | 7 |
| 10422 | Bredbo Public School | DEC | 2.2.1 | Yr 3,5 | Monaro Hwy | SP | 21.4 | 0.0 | 0.0 | 3 | 0 |
| 8547 | Bringelly Public School | DEC | 1.1 | Yr 3,5 | Northern Rd | SP | 31.0 | 0.0 | 0.0 | 18 | 0 |
| 8704 | Brisbane Water Secondary College Umina Campus | DEC | 1.1 | Yr 7 | Edward St | SP | 33.4 | 35.1 | 9.1 | 351 | 33 |
| 7709 | Brookvale Public School | DEC | 1.1 | Yr 3,5 | Old Pittwater Rd | SP | 15.1 | 0.0 | 0.0 | 13 | 0 |
| 6431 | Bulahdelah Central School | DEC | 2.2.1 | Yr 3,5,7 | 8 Meade Street | SP | 32.4 | 54.2 | 13.3 | 115 | 13 |
| 9910 | Burringbar Public School | DEC | 2.2.1 | Yr 3,5 | 59 Burringbar Road | SP | 26.1 | 50.0 | 0.0 | 18 | 2 |
| 11003 | Calare Public School | DEC | 2.1.1 | Yr 3,5 | Wentworth Lane | SP | 17.5 | 38.5 | 13.3 | 60 | 10 |
| 9028 | Callaghan College Wallsend Campus | DEC | 1.2 | Yr 7 | Macquarie St | SP | 33.7 | 54.4 | 14.3 | 283 | 31 |
| 16626 | Callala Public School | DEC | 2.2.1 | Yr 3,5 | Emmett St | SP | 30.4 | 46.2 | 0.0 | 52 | 6 |
| 16184 | Cambridge Gardens Public School | DEC | 1.1 | Yr 3,5 | Trinity Drive | SP | 30.3 | 37.5 | 0.0 | 43 | 3 |
| 10685 | Cambridge Park High School | DEC | 1.1 | Yr 7 | Harrow Rd | SP | 47.0 | 59.1 | 8.0 | 180 | 26 |
| 10687 | Cambridge Park Public School | DEC | 1.1 | Yr 3,5 | 35 Oxford St | SP | 29.8 | 37.1 | 18.2 | 64 | 13 |
| 7591 | Camdenville Public School | DEC | 1.1 | Yr 3,5 | Laura St | DN | 17.0 | 25.0 | 0.0 | 16 | 1 |
| 10201 | Campbelltown High School | DEC | 1.1 | Yr 7 | Beverley Rd | SP | 36.5 | 44.4 | 2.9 | 278 | 28 |
| 10202 | Campbelltown North Public School | DEC | 1.1 | Yr 3,5 | Thomas St & Rudd Rd | SP | 18.3 | 45.0 | 16.7 | 36 | 9 |
| 6343 | Canobolas Rural Technology High School | DEC | 2.1.1 | Yr 7 | Icely Rd | SP | 45.3 | 70.5 | 24.3 | 276 | 79 |
| 6392 | Canterbury Boys High School | DEC | 1.1 | Yr 7 | Holden St | SP | 34.2 | 50.0 | 0.0 | 116 | 5 |
| 10414 | Captains Flat Public School | DEC | 1.2 | Yr 3,5 | Montgomery St | SP | 57.1 | 100.0 | 0.0 | 8 | 2 |
| 8999 | Cardiff High School | DEC | 1.2 | Yr 7 | Boronia St | SP | 34.5 | 63.5 | 3.4 | 160 | 33 |
| 9731 | Casino High School | DEC | 2.2.1 | Yr 7 | Queensland Rd | SP | 47.1 | 71.7 | 9.4 | 238 | 66 |
| 6505 | Casula High School | DEC | 1.1 | Yr 7 | Myall Rd | SP | 44.5 | 50.0 | 0.0 | 190 | 8 |
| 10222 | Cawdor Public School | DEC | 1.1 | Yr 3,5 | 865 Cawdor Rd | SP | 28.6 | 0.0 | 100.0 | 8 | 0 |
| 6420 | Cessnock High School | DEC | 1.2 | Yr 7 | Aberdare St | SP | 41.0 | 61.7 | 13.9 | 165 | 37 |
| 9278 | Cessnock Public School | DEC | 1.2 | Yr 3,5 | Rawson St | SP | 35.0 | 39.3 | 12.5 | 56 | 11 |
| 9281 | Cessnock West Public School | DEC | 1.2 | Yr 3,5 | Wollombi & Campbell Sts | SP | 31.0 | 75.0 | 0.0 | 66 | 9 |
| 9545 | Chatham High School | DEC | 2.2.1 | Yr 7 | St Vincents & Davis Sts | SP | 44.8 | 72.2 | 26.9 | 179 | 65 |
| 9546 | Chatham Public School | DEC | 2.2.1 | Yr 3,5 | Chatham Ave | SP | 29.5 | 29.2 | 0.0 | 56 | 7 |
| 9707 | Chatsworth Island Public School | DEC | 2.2.2 | Yr 3,5 | Chatsworth Island Rd | SP | 24.0 | 16.7 | 0.0 | 12 | 1 |
| 8673 | Chertsey Primary School | DEC | 1.1 | Yr 3,5 | Willow Rd | SP | 26.8 | 28.6 | 0.0 | 34 | 4 |
| 6469 | Chester Hill High School | DEC | 1.1 | Yr 7 | Kenward Ave | SP | 48.4 | 58.3 | 25.0 | 287 | 7 |
| 8149 | Chester Hill Public School | DEC | 1.1 | Yr 3,5 | Proctor Pde | SP | 29.8 | 50.0 | 0.0 | 89 | 2 |
| 17407 | Chifley College Bidwill Campus | DEC | 1.1 | Yr 7 | Maple Rd | SP | 60.7 | 72.1 | 8.3 | 260 | 31 |
| 6354 | Chifley College Dunheved Campus | DEC | 1.1 | Yr 7 | Maple Rd | SP | 74.5 | 78.0 | 34.1 | 181 | 39 |
| 6356 | Chifley College Mount Druitt Campus | DEC | 1.1 | Yr 7 | Stuart St | SP | 66.9 | 77.8 | 15.6 | 360 | 56 |
| 10820 | Chifley College Shalvey Campus | DEC | 1.1 | Yr 7 | Noumea St | SP | 65.7 | 67.5 | 10.4 | 238 | 54 |
| 7566 | Chifley Public School | DEC | 1.1 | Yr 3,5 | Mitchell St | SP | 14.7 | 25.0 | 0.0 | 20 | 4 |
| 15984 | Claremont Meadows Public School | DEC | 1.1 | Yr 3,5 | Sunflower Drive | SP | 31.2 | 83.3 | 25.0 | 64 | 5 |
| 9164 | Clarence Town Public School | DEC | 2.2.1 | Yr 3,5 | Queen St | SP | 33.3 | 0.0 | 0.0 | 32 | 0 |
| 17890 | Cleveland Street Intensive English High School | DEC | 1.1 | Yr 7 | Cnr Chalmers & Cleveland Sts | SP | 51.2 | 0.0 | 0.0 | 22 | 0 |
| 6481 | Cobar High School | DEC | 3.1 | Yr 7 | Wetherell Cres | SP | 43.1 | 48.4 | 20.0 | 78 | 15 |
| 10620 | Coleambally Central School | DEC | 2.2.2 | Yr 3,5,7 | Kingfisher Ave | SP | 27.9 | 50.0 | 0.0 | 43 | 4 |
| 10273 | Collector Public School | DEC | 2.2.1 | Yr 3,5 | Lorn St | SP | 33.3 | 0.0 | 0.0 | 4 | 0 |
| 6353 | Colyton High School | DEC | 1.1 | Yr 7 | 37-53 Carpenter St | SP | 53.5 | 52.8 | 10.0 | 295 | 28 |
| 10762 | Comleroy Road Public School | DEC | 1.1 | Yr 3,5 | McMahons Rd | SP | 15.2 | 0.0 | 0.0 | 10 | 0 |
| 8579 | Condell Park High School | DEC | 1.1 | Yr 7 | Third Ave | SP | 55.5 | 0.0 | 0.0 | 198 | 0 |
| 8580 | Condell Park Public School | DEC | 1.1 | Yr 3,5 | Augusta St | SP | 33.7 | 100.0 | 0.0 | 100 | 2 |
| 9913 | Condong Public School | DEC | 2.2.1 | Yr 3,5 | McLeod St | SP | 28.6 | 0.0 | 0.0 | 8 | 0 |
| 9936 | Coniston Public School | DEC | 1.2 | Yr 3,5 | Auburn St | SP | 28.1 | 0.0 | 0.0 | 27 | 0 |
| 10428 | Cooma Public School | DEC | 2.2.1 | Yr 3,5 | Commissioner St | SP | 17.4 | 16.7 | 0.0 | 16 | 1 |
| 6378 | Coomealla High School | DEC | 2.2.2 | Yr 7 | Silver City Hwy | SP | 43.9 | 90.9 | 16.7 | 90 | 40 |
| 8737 | Cooranbong Public School | DEC | 1.2 | Yr 3,5 | Government Rd | SP | 33.6 | 66.7 | 0.0 | 41 | 8 |
| 9790 | Corndale Public School | DEC | 2.2.1 | Yr 3,5 | Corndale Rd | SP | 41.7 | 0.0 | 0.0 | 5 | 0 |
| 10464 | Corowa High School | DEC | 2.2.1 | Yr 7 | Redlands Rd | SP | 26.7 | 30.0 | 0.0 | 97 | 3 |
| 9709 | Coutts Crossing Public School | DEC | 2.2.2 | Yr 3,5 | Armidale Rd | SP | 32.4 | 100.0 | 0.0 | 12 | 4 |
| 15109 | Cranebrook High School | DEC | 1.1 | Yr 7 | Hosking St | SP | 52.7 | 70.9 | 19.2 | 307 | 56 |
| 10790 | Crawford Public School | DEC | 1.1 | Yr 3,5 | Power St | SP | 29.6 | 35.3 | 0.0 | 80 | 12 |
| 11080 | Cudgegong Valley Public School | DEC | 2.2.1 | Yr 3,5 | Madeira Rd | SP | 19.4 | 30.0 | 0.0 | 65 | 6 |
| 10070 | Culburra Public School | DEC | 2.2.1 | Yr 3,5 | Carlton Cres | SP | 36.1 | 42.5 | 0.0 | 56 | 17 |
| 10514 | Culcairn Public School | DEC | 2.2.1 | Yr 3,5 | Balfour St | SP | 22.7 | 100.0 | 0.0 | 15 | 2 |
| 17412 | Cundletown Public School | DEC | 2.2.1 | Yr 3,5 | High St | SP | 27.8 | 100.0 | 0.0 | 35 | 2 |
| 10623 | Deniliquin High School | DEC | 2.2.1 | Yr 7 | Harfleur St | SP | 33.1 | 61.5 | 18.8 | 136 | 16 |
| 10974 | Denison College of Secondary Education- Bathurst | DEC | 2.1.1 | Yr 7 | Hope St | SP | 31.9 | 75.7 | 13.0 | 188 | 28 |
| 16223 | Denison College of Secondary Education- Kelso High | DEC | 2.1.1 | Yr 7 | Boyd St | SP | 33.8 | 63.8 | 24.2 | 181 | 30 |
| 6397 | Doonside High School | DEC | 1.1 | Yr 7 | Power St | SP | 44.2 | 62.9 | 25.9 | 175 | 22 |
| 9671 | Dorrigo High School | DEC | 2.2.2 | Yr 7 | Waterfall Way | SP | 23.4 | 50.0 | 0.0 | 30 | 3 |
| 6451 | Dubbo College Delroy Campus | DEC | 2.1.2 | Yr 7 | East St | SP | 51.1 | 72.8 | 8.9 | 260 | 155 |
| 11042 | Dubbo College South Campus | DEC | 2.1.2 | Yr 7 | Boundary Rd | SP | 41.6 | 63.8 | 5.7 | 329 | 120 |
| 9518 | Dungog High School | DEC | 2.2.1 | Yr 7 | Eloiza St | SP | 25.4 | 45.8 | 0.0 | 116 | 11 |
| 9345 | Dungowan Public School | DEC | 2.2.1 | Yr 3,5 | Tamworth Rd | SP | 33.3 | 50.0 | 0.0 | 8 | 1 |
| 9904 | Durrumbul Public School | DEC | 2.2.1 | Yr 3,5 | Durrumbul Rd | SP | 17.6 | 50.0 | 0.0 | 13 | 2 |
| 6506 | Eagle Vale High School | DEC | 1.1 | Yr 3,5,7 | Drysdale Rd |  | 49.4 | 66.7 | 35.7 | 202 | 12 |
| 14951 | Eglinton Public School | DEC | 2.1.1 | Yr 3,5 | Alexander St | DN | 18.0 | 85.7 | 0.0 | 45 | 12 |
| 8652 | Endeavour Sports High School | DEC | 1.1 | Yr 7 | Taren Pt Rd & The Boulevarde | SP | 32.6 | 32.1 | 12.5 | 170 | 9 |
| 8675 | Erina High School | DEC | 1.1 | Yr 7 | 152 The Entrance Rd | SP | 29.2 | 48.5 | 0.0 | 174 | 16 |
| 10677 | Euston Public School | DEC | 2.2.2 | Yr 3,5 | Sturt Hwy | SP | 36.2 | 50.0 | 0.0 | 17 | 2 |
| 6355 | Evans High School | DEC | 1.1 | Yr 7 | Walters Rd | SP | 48.1 | 50.0 | 12.5 | 206 | 7 |
| 15987 | Evans River Community School | DEC | 2.2.1 | Yr 3,5,7 | Cypress Street | SP | 35.0 | 64.6 | 4.0 | 117 | 31 |
| 10003 | Fairy Meadow Public School | DEC | 1.2 | Yr 3,5 | Princes Hwy | SP | 26.3 | 0.0 | 33.3 | 55 | 0 |
| 10015 | Farmborough Road Public School | DEC | 1.2 | Yr 3,5 | 56 Farmborough Rd | SP | 28.6 | 62.5 | 0.0 | 34 | 5 |
| 9772 | Fernleigh Public School | DEC | 2.2.1 | Yr 3,5 | 451 Fernleigh Rd | SP | 50.0 | 100.0 | 0.0 | 2 | 2 |
| 10638 | Finley High School | DEC | 2.2.2 | Yr 7 | Tocumwal St | SP | 30.9 | 55.0 | 0.0 | 99 | 11 |
| 17055 | Flinders Public School | DEC | 1.2 | Yr 3,5 | Adam Murray Way | SP | 26.9 | 60.0 | 0.0 | 78 | 6 |
| 11100 | Forbes High School | DEC | 2.2.2 | Yr 7 | 18 Wyndham Ave | SP | 35.4 | 57.5 | 20.0 | 95 | 23 |
| 11102 | Forbes Public School | DEC | 2.2.2 | Yr 3,5 | Lachlan St | SP | 20.6 | 43.8 | 0.0 | 33 | 14 |
| 17425 | Fort Street Public School | DEC | 1.1 | Yr 3,5 | Observatory Hill | SP | 6.3 | 0.0 | 0.0 | 2 | 0 |
| 6421 | Francis Greenway High School | DEC | 1.2 | Yr 7 | Lawson Ave | SP | 45.2 | 54.2 | 13.9 | 244 | 32 |
| 17056 | Georges River College Hurstville Boys Campus | DEC | 1.1 | Yr 7 | Kenwyn St | SP | 33.7 | 50.0 | 25.0 | 103 | 3 |
| 11049 | Geurie Public School | DEC | 2.2.2 | Yr 3,5 | Narragal St | DN | 25.0 | 0.0 | 0.0 | 5 | 0 |
| 9399 | Gilgai Public School | DEC | 2.2.2 | Yr 3,5 | Woodford Pl | SP | 30.8 | 50.0 | 50.0 | 8 | 1 |
| 9170 | Gillieston Public School | DEC | 1.2 | Yr 3,5 | Cnr Gillieston & Ryan Roads | SP | 44.7 | 25.0 | 0.0 | 21 | 1 |
| 6344 | Glendale High School | DEC | 1.2 | Yr 7 | 2A Oaklands St | SP | 33.0 | 38.6 | 17.1 | 169 | 22 |
| 14689 | Glendenning Public School | DEC | 1.1 | Yr 3,5 | Armitage Drive | SP | 29.8 | 33.3 | 25.0 | 87 | 2 |
| 15821 | Glenmore Park High School | DEC | 1.1 | Yr 7 | Glenmore Parkway | SP | 37.0 | 41.7 | 25.0 | 183 | 5 |
| 10443 | Glenroy Public School | DEC | 2.1.1 | Yr 3,5 | Logan Rd | SP | 29.6 | 50.0 | 0.0 | 29 | 1 |
| 9524 | Gloucester High School | DEC | 2.2.1 | Yr 7 | Ravenshaw St | SP | 31.8 | 47.4 | 0.0 | 68 | 9 |
| 10680 | Gol Gol Public School | DEC | 2.2.2 | Yr 3,5 | William St | DN | 15.7 | 50.0 | 0.0 | 17 | 3 |
| 6371 | Gorokan High School | DEC | 1.1 | Yr 7 | Goobarabah Ave | SP | 32.4 | 37.5 | 7.8 | 244 | 42 |
| 10255 | Goulburn High School | DEC | 2.2.1 | Yr 7 | Goldsmith St | SP | 49.2 | 70.0 | 28.6 | 213 | 7 |
| 10258 | Goulburn South Public School | DEC | 2.2.1 | Yr 3,5 | Addison St | SP | 29.9 | 0.0 | 0.0 | 23 | 0 |
| 16232 | Governor Philip King Public School | DEC | 1.1 | Yr 3,5 | Allambie Rd | SP | 22.2 | 0.0 | 0.0 | 105 | 0 |
| 9711 | Grafton High School | DEC | 2.2.1 | Yr 7 | Oliver & Mary Sts | SP | 34.2 | 69.1 | 9.1 | 190 | 38 |
| 9712 | Grafton Public School | DEC | 2.2.1 | Yr 3,5 | Queen St | SP | 23.7 | 44.2 | 8.0 | 88 | 19 |
| 7793 | Granville Public School | DEC | 1.1 | Yr 3,5 | Lena St | SP | 48.2 | 50.0 | 0.0 | 118 | 1 |
| 8528 | Green Valley Public School | DEC | 1.1 | Yr 3,5 | Green Valley Rd | SP | 23.0 | 40.0 | 16.7 | 70 | 4 |
| 10541 | Griffith East Public School | DEC | 2.2.2 | Yr 3,5 | Wakaden St | SP | 15.4 | 21.4 | 0.0 | 39 | 3 |
| 6477 | Griffith High School | DEC | 2.2.2 | Yr 7 | Coolah St | SP | 55.3 | 75.5 | 13.3 | 161 | 37 |
| 11086 | Gulgong High School | DEC | 2.2.2 | Yr 7 | Belmore St | SP | 34.2 | 54.5 | 25.0 | 63 | 6 |
| 11085 | Gulgong Public School | DEC | 2.2.2 | Yr 3,5 | Belmore St | SP | 13.9 | 25.0 | 0.0 | 14 | 1 |
| 10655 | Gundagai High School | DEC | 2.2.1 | Yr 7 | Hanley St | SP | 36.3 | 0.0 | 50.0 | 62 | 0 |
| 9480 | Gunnedah High School | DEC | 2.2.2 | Yr 7 | Marquis St | SP | 38.0 | 58.9 | 7.3 | 148 | 56 |
| 9416 | Guyra Central School | DEC | 2.2.2 | Yr 3,5,7 | Marne St | SP | 36.5 | 65.9 | 8.7 | 57 | 27 |
| 8604 | Hannans Road Public School | DEC | 1.1 | Yr 3,5 | Hannans Rd | SP | 28.9 | 16.7 | 0.0 | 26 | 1 |
| 10544 | Hanwood Public School | DEC | 2.2.2 | Yr 3,5 | School St | SP | 15.6 | 25.0 | 0.0 | 17 | 1 |
| 11074 | Hargraves Public School | DEC | 2.2.2 | Yr 3,5 | Merinda St | SP | 29.2 | 50.0 | 0.0 | 7 | 1 |
| 9730 | Harwood Island Public School | DEC | 2.2.1 | Yr 3,5 | 11 Morpeth St | SP | 25.0 | 0.0 | 0.0 | 8 | 0 |
| 14984 | Hawkesbury High School | DEC | 1.1 | Yr 7 | 1 Hibberts Lane | SP | 27.6 | 75.0 | 0.0 | 113 | 3 |
| 10634 | Hay War Memorial High School | DEC | 2.2.2 | Yr 7 | Pine St | SP | 33.8 | 60.0 | 14.3 | 48 | 6 |
| 10802 | Hebersham Public School | DEC | 1.1 | Yr 3,5 | Andover Cres | SP | 32.3 | 38.6 | 8.3 | 98 | 17 |
| 8680 | Henry Kendall High School | DEC | 1.1 | Yr 7 | Faunce St | SP | 20.2 | 41.4 | 11.8 | 111 | 12 |
| 6478 | Hillston Central School | DEC | 3.1 | Yr 3,5,7 | 62-80 Moore St | SP | 34.9 | 72.4 | 11.8 | 45 | 21 |
| 16237 | Hilltop Road Public School | DEC | 1.1 | Yr 3,5 | Hilltop Rd | SP | 21.3 | 68.8 | 0.0 | 64 | 11 |
| 7808 | Holroyd High School | DEC | 1.1 | Yr 7 | 7 Cumberland Rd | SP | 55.3 | 100.0 | 0.0 | 94 | 2 |
| 16185 | Holsworthy High School | DEC | 1.1 | Yr 7 | Huon Cres | SP | 28.0 | 0.0 | 0.0 | 126 | 0 |
| 8153 | Horsley Park Public School | DEC | 1.1 | Yr 3,5 | The Horsley Drive | SP | 35.9 | 50.0 | 0.0 | 23 | 2 |
| 6384 | Hoxton Park High School | DEC | 1.1 | Yr 7 | 40 Wilson Rd | SP | 41.9 | 72.7 | 0.0 | 190 | 16 |
| 9056 | Hunter Sports High School | DEC | 1.2 | Yr 7 | Pacific Hwy | SP | 34.6 | 56.6 | 13.3 | 198 | 43 |
| 10293 | Illabo Public School | DEC | 2.2.1 | Yr 3,5 | Layton St | SP | 20.0 | 100.0 | 50.0 | 2 | 2 |
| 18289 | Illawarra Sports High School | DEC | 1.2 | Yr 7 | Gura St | SP | 41.9 | 53.4 | 0.0 | 239 | 39 |
| 10214 | Ingleburn High School | DEC | 1.1 | Yr 7 | Oxford Rd | SP | 39.2 | 51.7 | 6.3 | 204 | 15 |
| 8550 | Ingleburn North Public School | DEC | 1.1 | Yr 3,5 | Macdonald Rd | SP | 27.1 | 100.0 | 0.0 | 13 | 2 |
| 4415 | Ingleburn Public School | DEC | 1.1 | Yr 3,5 | Oxford Rd | SP | 21.5 | 62.5 | 0.0 | 65 | 5 |
| 16224 | Inverell High School | DEC | 2.2.2 | Yr 7 | Brae St | SP | 36.5 | 72.7 | 0.0 | 130 | 40 |
| 14964 | Irrawang High School | DEC | 1.2 | Yr 7 | Mount Hall Rd | SP | 41.0 | 52.0 | 15.6 | 238 | 39 |
| 6422 | J J Cahill Memorial High School | DEC | 1.1 | Yr 7 | Sutherland St | SP | 50.8 | 70.0 | 0.0 | 128 | 7 |
| 8626 | James Cook Boys High School | DEC | 1.1 | Yr 7 | Princes Hwy | SP | 37.8 | 0.0 | 0.0 | 112 | 0 |
| 14948 | James Erskine Public School | DEC | 1.1 | Yr 3,5 | Peppertree Drive | SP | 22.1 | 41.7 | 0.0 | 66 | 5 |
| 10439 | James Fallon High School | DEC | 2.1.1 | Yr 7 | Fallon St | SP | 32.3 | 55.6 | 40.6 | 152 | 20 |
| 16211 | Jamison High School | DEC | 1.1 | Yr 7 | 222 Evans St | SP | 30.6 | 34.8 | 14.3 | 201 | 8 |
| 10696 | Jamisontown Public School | DEC | 1.1 | Yr 3,5 | Thurwood Ave | SP | 34.1 | 0.0 | 33.3 | 60 | 0 |
| 23659 | John Edmondson High School | DEC | 1.1 | Yr 7 | Horningsea Park Dr | SP | 36.2 | 61.5 | 0.0 | 283 | 16 |
| 9808 | Kadina High School | DEC | 2.1.2 | Yr 7 | Kadina St | SP | 33.0 | 69.2 | 8.3 | 97 | 27 |
| 6367 | Kanahooka High School | DEC | 1.2 | Yr 7 | Thirroul & Roberts Sts | SP | 44.0 | 52.0 | 3.7 | 189 | 26 |
| 9658 | Karangi Public School | DEC | 2.2.1 | Yr 3,5 | Coffs Harbour-Coramba Rd | SP | 34.2 | 50.0 | 0.0 | 13 | 3 |
| 28626 | Kariong Mountains High School | DEC | 1.1 | Yr 7 | Mt Penang ParklandsFestival Drive | SP | 26.6 | 61.1 | 0.0 | 114 | 11 |
| 15087 | Kearns Public School | DEC | 1.1 | Yr 3,5 | St Lawrence Ave | SP | 43.7 | 75.0 | 0.0 | 55 | 3 |
| 10207 | Kentlyn Public School | DEC | 1.1 | Yr 3,5 | Georges River Rd | SP | 12.5 | 0.0 | 0.0 | 8 | 0 |
| 14954 | Kincumber High School | DEC | 1.1 | Yr 7 | Bungoona Rd | SP | 22.2 | 32.4 | 19.0 | 129 | 11 |
| 8596 | Kingsgrove High School | DEC | 1.1 | Yr 7 | Kingsgrove Rd | SP | 28.9 | 50.0 | 0.0 | 197 | 6 |
| 8597 | Kingsgrove North High School | DEC | 1.1 | Yr 7 | St Albans Rd | SP | 35.4 | 100.0 | 50.0 | 204 | 2 |
| 10698 | Kingswood High School | DEC | 1.1 | Yr 7 | Bringelly Rd | SP | 39.6 | 36.1 | 16.7 | 197 | 13 |
| 10702 | Kingswood South Public School | DEC | 1.1 | Yr 3,5 | Smith St | SP | 30.8 | 50.0 | 0.0 | 40 | 3 |
| 6337 | Kogarah High School | DEC | 1.1 | Yr 7 | Gladstone St | SP | 46.1 | 100.0 | 0.0 | 175 | 2 |
| 10038 | Koonawarra Public School | DEC | 1.2 | Yr 3,5 | Byamee St | SP | 39.1 | 46.9 | 10.5 | 59 | 15 |
| 9046 | Kotara High School | DEC | 1.2 | Yr 7 | Lexington Pde | DN | 17.3 | 12.5 | 10.0 | 122 | 2 |
| 9755 | Kyogle Public School | DEC | 2.2.1 | Yr 3,5 | 192 Summerland Way | SP | 31.6 | 50.0 | 0.0 | 48 | 8 |
| 6501 | Lake Illawarra High School | DEC | 1.2 | Yr 7 | Reddall Pde | SP | 38.1 | 58.2 | 24.3 | 190 | 32 |
| 8991 | Lake Macquarie High School | DEC | 1.2 | Yr 7 | Marmong St | SP | 41.6 | 55.6 | 12.5 | 150 | 15 |
| 16629 | Lake Munmorah High School | DEC | 1.1 | Yr 7 | Carters Rd | SP | 44.0 | 46.2 | 0.0 | 259 | 12 |
| 10545 | Lake Wyangan Public School | DEC | 2.2.2 | Yr 3,5 | Boorga Rd | SP | 30.6 | 50.0 | 0.0 | 19 | 3 |
| 10039 | Lakelands Public School | DEC | 1.2 | Yr 3,5 | Lakelands Drive | SP | 24.6 | 66.7 | 0.0 | 43 | 8 |
| 7820 | Lalor Park Public School | DEC | 1.1 | Yr 3,5 | Heffron Rd | SP | 34.3 | 50.0 | 50.0 | 23 | 1 |
| 10557 | Leeton High School | DEC | 2.2.2 | Yr 7 | Mallee & Myrtle Sts | SP | 36.4 | 67.4 | 21.9 | 110 | 31 |
| 9738 | Leeville Public School | DEC | 2.2.1 | Yr 3,5 | 9375 Summerland Way | SP | 18.9 | 33.3 | 0.0 | 7 | 2 |
| 6508 | Leumeah High School | DEC | 1.1 | Yr 7 | Junction Rd | SP | 29.8 | 46.2 | 4.8 | 179 | 18 |
| 7606 | Lewisham Public School | DEC | 1.1 | Yr 3,5 | The Boulevarde | SP | 20.8 | 25.0 | 0.0 | 10 | 1 |
| 14977 | Lisarow High School | DEC | 1.1 | Yr 7 | Chamberlain Rd | SP | 22.4 | 28.0 | 0.0 | 140 | 7 |
| 4407 | Lismore Heights Public School | DEC | 2.1.2 | Yr 3,5 | 195 High St | SP | 29.3 | 52.6 | 9.1 | 34 | 10 |
| 9814 | Lismore High School | DEC | 2.1.2 | Yr 7 | Dalley St | SP | 40.3 | 66.7 | 26.7 | 127 | 28 |
| 9816 | Lismore Public School | DEC | 2.1.2 | Yr 3,5 | Pound St | SP | 32.8 | 64.3 | 6.3 | 58 | 18 |
| 10509 | Lockhart Central School | DEC | 2.2.2 | Yr 3,5,7 | Halliday St | SP | 29.3 | 40.0 | 25.0 | 22 | 2 |
| 10728 | Londonderry Public School | DEC | 1.1 | Yr 3,5 | Londonderry Rd | SP | 18.8 | 0.0 | 0.0 | 18 | 0 |
| 5331 | Luddenham Public School | DEC | 1.1 | Yr 3,5 | 24 Jamieson St | SP | 25.6 | 0.0 | 0.0 | 11 | 0 |
| 11077 | Lue Public School | DEC | 2.2.2 | Yr 3,5 | Swanston St | DN | 8.3 | 50.0 | 0.0 | 1 | 1 |
| 6437 | Macintyre High School | DEC | 2.2.2 | Yr 7 | Swanbrook Rd | SP | 38.5 | 69.2 | 12.1 | 122 | 36 |
| 9649 | Macksville High School | DEC | 2.2.2 | Yr 7 | Boundary St | SP | 30.2 | 66.7 | 7.4 | 134 | 32 |
| 15124 | Maitland Grossmann High School | DEC | 1.2 | Yr 7 | Cumberland & Dixon Sts | DN | 18.8 | 35.7 | 0.0 | 163 | 10 |
| 9191 | Maitland High School | DEC | 1.2 | Yr 7 | High St | SP | 34.7 | 58.7 | 7.7 | 187 | 27 |
| 11088 | Manildra Public School | DEC | 2.2.2 | Yr 3,5 | Molong Rd | DN | 0.0 | 0.0 | 0.0 | 0 | 0 |
| 10501 | Marrar Public School | DEC | 2.2.1 | Yr 3,5 | Centenary Drive | SP | 26.3 | 25.0 | 0.0 | 5 | 1 |
| 7742 | Marsden High School | DEC | 1.1 | Yr 7 | 22a Winbourne St | SP | 39.8 | 56.0 | 13.3 | 159 | 14 |
| 4920 | Mascot Public School | DEC | 1.1 | Yr 3,5 | King St | SP | 23.9 | 37.5 | 0.0 | 52 | 6 |
| 7569 | Matraville Public School | DEC | 1.1 | Yr 3,5 | 310 Bunnerong Rd | SP | 24.0 | 50.0 | 0.0 | 23 | 2 |
| 7570 | Matraville Soldiers Settlement Public School | DEC | 1.1 | Yr 3,5 | Menin Rd | SP | 32.1 | 42.9 | 0.0 | 44 | 18 |
| 8568 | McCallums Hill Public School | DEC | 1.1 | Yr 3,5 | McCallum St | SP | 25.2 | 0.0 | 0.0 | 56 | 0 |
| 9625 | Melville High School | DEC | 2.2.1 | Yr 7 | Nicholson St | SP | 30.5 | 53.6 | 24.3 | 187 | 52 |
| 8670 | Menai Public School | DEC | 1.1 | Yr 3,5 | 4R Hall Drive | SP | 29.8 | 100.0 | 0.0 | 34 | 2 |
| 17451 | Merrylands Public School | DEC | 1.1 | Yr 3,5 | Fowler Rd | SP | 48.4 | 0.0 | 0.0 | 59 | 0 |
| 28166 | Middleton Grange Public School | DEC | 1.1 | Yr 3,5 | 50 Hall Circuit | SP | 28.6 | 0.0 | 0.0 | 12 | 0 |
| 11094 | Middleton Public School | DEC | 2.2.2 | Yr 3,5 | Medlyn St | SP | 30.7 | 47.4 | 15.4 | 51 | 9 |
| 10995 | Millthorpe Public School | DEC | 2.1.1 | Yr 3,5 | Park St | DN | 19.0 | 75.0 | 50.0 | 19 | 3 |
| 7837 | Mitchell High School | DEC | 1.1 | Yr 7 | Keyworth Drive | SP | 31.2 | 33.3 | 0.0 | 221 | 5 |
| 10431 | Monaro High School | DEC | 2.2.1 | Yr 7 | Mittagong Rd | SP | 32.4 | 75.0 | 0.0 | 114 | 9 |
| 9383 | Moonbi Public School | DEC | 2.1.2 | Yr 3,5 | New England Hwy | SP | 27.3 | 0.0 | 0.0 | 3 | 0 |
| 8624 | Moorefield Girls High School | DEC | 1.1 | Yr 7 | Princes Hwy | SP | 32.8 | 0.0 | 0.0 | 88 | 0 |
| 6346 | Morisset High School | DEC | 1.2 | Yr 7 | Bridge St | SP | 35.6 | 33.3 | 6.1 | 202 | 19 |
| 10247 | Moss Vale High School | DEC | 2.2.1 | Yr 7 | Narellan Rd | SP | 33.8 | 64.3 | 12.5 | 129 | 9 |
| 17057 | Mount Annan High School | DEC | 1.1 | Yr 7 | 248 Welling Drive | SP | 35.2 | 61.9 | 0.0 | 156 | 13 |
| 10815 | Mount Druitt Public School | DEC | 1.1 | Yr 3,5 | Belmore Ave | SP | 37.6 | 50.0 | 0.0 | 89 | 3 |
| 14958 | Mount View High School | DEC | 1.2 | Yr 7 | Mount View Rd | SP | 36.8 | 52.5 | 9.1 | 255 | 21 |
| 11078 | Mudgee High School | DEC | 2.2.1 | Yr 7 | 41 Douro St | SP | 32.9 | 64.5 | 19.0 | 243 | 20 |
| 10470 | Mulwala Public School | DEC | 2.2.1 | Yr 3,5 | Melbourne St | SP | 13.3 | 0.0 | 0.0 | 4 | 0 |
| 10449 | Murray High School | DEC | 2.1.1 | Yr 7 | Kaitlers Rd | SP | 34.1 | 46.2 | 30.0 | 178 | 12 |
| 9916 | Murwillumbah High School | DEC | 2.2.1 | Yr 7 | Riverview St | SP | 31.9 | 26.3 | 0.0 | 130 | 5 |
| 6400 | Muswellbrook High School | DEC | 2.2.1 | Yr 7 | King St | SP | 35.9 | 56.9 | 7.3 | 197 | 41 |
| 14694 | Narara Valley High School | DEC | 1.1 | Yr 7 | Cnr Fountains & Pandala Rds | SP | 24.2 | 51.2 | 4.2 | 199 | 21 |
| 7712 | Narrabeen Sports High School | DEC | 1.1 | Yr 7 | 10 Namona St | SP | 23.4 | 25.0 | 0.0 | 51 | 1 |
| 6409 | Narrabri High School | DEC | 2.2.2 | Yr 7 | Gibbons St | SP | 31.6 | 60.8 | 11.8 | 121 | 31 |
| 10551 | Narrandera Public School | DEC | 2.2.2 | Yr 3,5 | Adam St | SP | 43.3 | 57.4 | 2.9 | 65 | 39 |
| 10709 | Nepean High School | DEC | 1.1 | Yr 7 | Great Western Hwy | SP | 27.2 | 43.2 | 5.0 | 151 | 16 |
| 9142 | Newcastle High School | DEC | 1.2 | Yr 7 | Park Way Ave | SP | 23.2 | 61.3 | 5.9 | 165 | 19 |
| 9387 | Niangala Public School | DEC | 2.2.2 | Yr 3,5 | Foster Street | SP | 33.3 | 0.0 | 0.0 | 4 | 0 |
| 6372 | Northlakes High School | DEC | 1.1 | Yr 7 | Brava Ave | SP | 47.5 | 51.4 | 11.4 | 402 | 38 |
| 15120 | Northlakes Public School | DEC | 1.1 | Yr 3,5 | Goorama Ave | SP | 32.2 | 30.8 | 7.1 | 79 | 8 |
| 16253 | Nuwarra Public School | DEC | 1.1 | Yr 3,5 | McKay Ave | SP | 34.2 | 50.0 | 33.3 | 50 | 2 |
| 6502 | Oak Flats High School | DEC | 1.2 | Yr 7 | The Esplanade | SP | 33.7 | 55.3 | 8.7 | 191 | 21 |
| 16254 | Oberon High School | DEC | 2.2.1 | Yr 7 | Ross St | SP | 41.2 | 16.7 | 0.0 | 56 | 1 |
| 10959 | Oberon Public School | DEC | 2.2.1 | Yr 3,5 | Dart St | SP | 31.5 | 50.0 | 0.0 | 39 | 2 |
| 16256 | Orana Heights Public School | DEC | 2.1.2 | Yr 3,5 | Oak St | SP | 28.4 | 26.7 | 9.1 | 79 | 16 |
| 16643 | Orange Public School | DEC | 2.1.1 | Yr 3,5,7 | 78 Kite St |  | 24.8 | 35.7 | 0.0 | 86 | 10 |
| 11010 | Orange East Public School | DEC | 2.1.1 | Yr 3,5 | 45 Spring St | SP | 29.4 | 75.0 | 0.0 | 35 | 9 |
| 11011 | Orange High School | DEC | 2.1.1 | Yr 7 | Woodward St | SP | 31.4 | 51.4 | 0.0 | 217 | 36 |
| 9662 | Orara High School | DEC | 2.1.2 | Yr 7 | Joyce St | SP | 32.5 | 55.2 | 15.4 | 146 | 32 |
| 9349 | Oxley High School | DEC | 2.1.2 | Yr 7 | Piper St | SP | 31.9 | 54.7 | 10.0 | 220 | 47 |
| 9350 | Oxley Vale Public School | DEC | 2.1.2 | Yr 3,5 | Manilla Rd | SP | 20.4 | 22.5 | 4.8 | 31 | 9 |
| 9497 | Pallamallawa Public School | DEC | 2.2.2 | Yr 3,5 | Centre St | SP | 47.1 | 33.3 | 0.0 | 8 | 1 |
| 9716 | Palmers Island Public School | DEC | 2.2.2 | Yr 3,5 | Maclean-Yamba Rd | SP | 22.9 | 0.0 | 0.0 | 8 | 0 |
| 11095 | Parkes East Public School | DEC | 2.2.2 | Yr 3,5 | 1-3 Thornbury St | SP | 29.5 | 30.0 | 16.7 | 36 | 3 |
| 11096 | Parkes High School | DEC | 2.2.2 | Yr 7 | Albert St | SP | 33.7 | 60.4 | 27.8 | 173 | 29 |
| 7846 | Parramatta West Public School | DEC | 1.1 | Yr 3,5 | Auburn & Young Sts | SP | 23.3 | 0.0 | 0.0 | 60 | 0 |
| 9351 | Peel High School | DEC | 2.1.2 | Yr 7 | 88 Gunnedah Rd | SP | 51.8 | 67.6 | 14.1 | 190 | 92 |
| 7809 | Pendle Hill High School | DEC | 1.1 | Yr 7 | Knox St | SP | 47.7 | 50.0 | 0.0 | 113 | 12 |
| 7810 | Pendle Hill Public School | DEC | 1.1 | Yr 3,5 | Pendle Way | SP | 27.2 | 0.0 | 0.0 | 31 | 0 |
| 10715 | Penrith South Public School | DEC | 1.1 | Yr 3,5 | Jamison Rd | SP | 27.7 | 50.0 | 22.2 | 51 | 7 |
| 10985 | Perthville Public School | DEC | 2.1.1 | Yr 3,5 | Rockley St | DN | 10.9 | 25.0 | 20.0 | 7 | 2 |
| 10230 | Picton High School | DEC | 1.1 | Yr 7 | 480 Argyle St | SP | 36.8 | 44.2 | 4.7 | 332 | 34 |
| 17849 | Plumpton High School | DEC | 1.1 | Yr 7 | Hyatts Rd | SP | 46.9 | 51.6 | 0.0 | 350 | 33 |
| 6357 | Plumpton Public School | DEC | 1.1 | Yr 3,5 | Bottles Rd | SP | 26.9 | 0.0 | 0.0 | 71 | 0 |
| 5332 | Plunkett Street Public School | DEC | 1.1 | Yr 3,5 | Forbes St | SP | 30.0 | 0.0 | 0.0 | 6 | 0 |
| 9641 | Port Macquarie Public School | DEC | 2.1.2 | Yr 3,5 | Grant St | SP | 30.4 | 54.5 | 21.4 | 65 | 12 |
| 8552 | Prairievale Public School | DEC | 1.1 | Yr 3,5 | Prairievale & Mimosa Rds | SP | 23.7 | 50.0 | 0.0 | 60 | 1 |
| 14946 | Prairiewood High School | DEC | 1.1 | Yr 7 | Prairievale Rd | SP | 33.2 | 42.3 | 0.0 | 218 | 11 |
| 8543 | Prestons Public School | DEC | 1.1 | Yr 3,5 | Kurrajong & Box Rds | SP | 21.2 | 33.3 | 0.0 | 49 | 4 |
| 14696 | Quakers Hill High School | DEC | 1.1 | Yr 7 | McCulloch St | SP | 32.5 | 50.9 | 9.7 | 308 | 28 |
| 10407 | Queanbeyan High School | DEC | 1.2 | Yr 7 | Agnes Ave | SP | 39.8 | 52.2 | 12.5 | 135 | 12 |
| 10409 | Queanbeyan South Public School | DEC | 1.2 | Yr 3,5 | Cameron Rd | SP | 32.7 | 60.5 | 9.5 | 68 | 23 |
| 10986 | Raglan Public School | DEC | 2.1.1 | Yr 3,5 | Nelson St | DN | 11.5 | 100.0 | 0.0 | 17 | 2 |
| 9203 | Raymond Terrace Public School | DEC | 1.2 | Yr 3,5 | Adelaide St | SP | 35.7 | 56.7 | 6.3 | 65 | 17 |
| 8613 | Revesby Public School | DEC | 1.1 | Yr 3,5 | Victoria St | SP | 22.8 | 37.5 | 0.0 | 38 | 3 |
| 10730 | Richmond High School | DEC | 1.1 | Yr 7 | Lennox St | SP | 38.2 | 53.8 | 22.2 | 215 | 21 |
| 6398 | Riverstone High School | DEC | 1.1 | Yr 7 | McCulloch St | SP | 44.2 | 48.3 | 21.1 | 119 | 14 |
| 10786 | Riverstone Public School | DEC | 1.1 | Yr 3,5 | Elizabeth St | SP | 27.9 | 50.0 | 0.0 | 34 | 11 |
| 8609 | Riverwood Public School | DEC | 1.1 | Yr 3,5 | Union St | SP | 37.2 | 37.5 | 0.0 | 16 | 3 |
| 16171 | Robert Townson High School | DEC | 1.1 | Yr 7 | Thunderbolt Drive | SP | 35.5 | 50.0 | 0.0 | 231 | 12 |
| 9394 | Rocky River Public School | DEC | 2.2.2 | Yr 3,5 | Uralla-Bundarra Rd | SP | 41.7 | 0.0 | 0.0 | 5 | 0 |
| 6358 | Rooty Hill High School | DEC | 1.1 | Yr 7 | North Pde | SP | 37.3 | 52.3 | 0.0 | 305 | 23 |
| 10789 | Rooty Hill Public School | DEC | 1.1 | Yr 3,5 | Rooty Hill Rd North | SP | 32.3 | 61.1 | 0.0 | 110 | 11 |
| 7794 | Rosehill Public School | DEC | 1.1 | Yr 3,5 | Prospect St | SP | 21.8 | 0.0 | 0.0 | 51 | 0 |
| 16270 | Rutherford High School | DEC | 1.2 | Yr 7 | Avery St | SP | 41.3 | 61.4 | 6.5 | 333 | 51 |
| 7746 | Rydalmere Public School | DEC | 1.1 | Yr 3,5 | Victoria Rd | SP | 28.8 | 0.0 | 0.0 | 15 | 0 |
| 16272 | Sackville Street Public School | DEC | 1.1 | Yr 3,5 | Sackville & Bradley Sts | SP | 20.3 | 35.7 | 0.0 | 62 | 5 |
| 16109 | Sandon Public School | DEC | 2.2.1 | Yr 3,5 | Erskine & Niagara Sts | SP | 35.4 | 50.0 | 8.3 | 46 | 11 |
| 6511 | Sarah Redfern Public School | DEC | 1.1 | Yr 3,5 | Stafford St & Guernsey Rd | SP | 34.2 | 75.0 | 0.0 | 54 | 6 |
| 9669 | Sawtell Public School | DEC | 2.1.2 | Yr 3,5 | 32-36 Eleventh Ave | SP | 23.6 | 25.0 | 0.0 | 34 | 2 |
| 16275 | School of the Air - Broken Hill Campus | DEC | 2.2.2 | Yr 3,5 | Lane St | SP | 11.3 | 0.0 | 0.0 | 7 | 0 |
| 6401 | Scone High School | DEC | 2.2.1 | Yr 7 | Gundy Rd | SP | 31.0 | 36.4 | 0.0 | 99 | 12 |
| 6399 | Seven Hills High School | DEC | 1.1 | Yr 7 | Johnson Ave | SP | 39.4 | 68.8 | 11.1 | 149 | 11 |
| 7824 | Seven Hills West Public School | DEC | 1.1 | Yr 3,5 | Lucas Rd & Sackville St | SP | 45.9 | 0.0 | 66.7 | 73 | 0 |
| 9322 | Singleton High School | DEC | 2.2.1 | Yr 7 | York St | SP | 26.4 | 53.2 | 13.9 | 227 | 33 |
| 8155 | Smithfield West Public School | DEC | 1.1 | Yr 3,5 | Wetherill St | SP | 35.9 | 16.7 | 0.0 | 61 | 1 |
| 6444 | South Grafton High School | DEC | 2.2.1 | Yr 7 | Tyson St | SP | 39.4 | 64.8 | 15.4 | 280 | 81 |
| 9719 | South Grafton Public School | DEC | 2.2.1 | Yr 3,5 | Vere St | SP | 29.1 | 39.7 | 6.5 | 93 | 23 |
| 9768 | Southern Cross School | DEC | 2.2.1 | Yr 3,5,7 | Chickiba Drive | SP | 24.3 | 46.2 | 28.6 | 139 | 18 |
| 10216 | St Andrews Public School | DEC | 1.1 | Yr 3,5 | Ballantrae Drive | SP | 21.6 | 25.0 | 9.1 | 90 | 5 |
| 10719 | St Clair High School | DEC | 1.1 | Yr 7 | Endeavour Ave | SP | 37.2 | 64.7 | 10.5 | 258 | 22 |
| 15121 | St Clair Public School | DEC | 1.1 | Yr 3,5 | Timesweep Drive | SP | 28.6 | 58.3 | 0.0 | 42 | 7 |
| 14662 | St Helens Park Public School | DEC | 1.1 | Yr 3,5 | Kellerman Drive | SP | 25.8 | 0.0 | 20.0 | 54 | 0 |
| 10773 | St Marys North Public School | DEC | 1.1 | Yr 3,5 | Willow Rd | SP | 38.7 | 50.0 | 5.0 | 86 | 18 |
| 10775 | St Marys South Public School | DEC | 1.1 | Yr 3,5 | 96 Monfarville St | SP | 31.2 | 75.0 | 0.0 | 44 | 6 |
| 7781 | Strathfield South High School | DEC | 1.1 | Yr 7 | Hedges Ave | SP | 49.5 | 16.7 | 0.0 | 219 | 1 |
| 10250 | Sutton Forest Public School | DEC | 2.2.1 | Yr 3,5 | Illawarra Hwy | SP | 20.0 | 0.0 | 0.0 | 2 | 0 |
| 6492 | Swansea High School | DEC | 1.2 | Yr 7 | Park Ave | SP | 30.1 | 56.8 | 0.0 | 129 | 21 |
| 10233 | Tahmoor Public School | DEC | 1.1 | Yr 3,5 | Bronzewing St | SP | 38.2 | 50.0 | 11.1 | 68 | 8 |
| 9353 | Tamworth High School | DEC | 2.1.2 | Yr 7 | Willis St | SP | 39.0 | 62.8 | 9.3 | 189 | 81 |
| 9355 | Tamworth South Public School | DEC | 2.1.2 | Yr 3,5 | Petra Ave | SP | 22.8 | 34.5 | 9.1 | 68 | 19 |
| 10266 | Tarago Public School | DEC | 2.2.1 | Yr 3,5 | Goulburn-Braidwood Rd | SP | 33.3 | 0.0 | 0.0 | 6 | 0 |
| 10000 | Tarrawanna Public School | DEC | 1.2 | Yr 3,5 | Kendall St | SP | 13.9 | 25.0 | 0.0 | 10 | 1 |
| 9162 | Telarah Public School | DEC | 1.2 | Yr 3,5 | Raymond St | SP | 49.1 | 41.7 | 0.0 | 115 | 10 |
| 10524 | Temora High School | DEC | 2.2.2 | Yr 7 | Anzac St | SP | 16.5 | 30.0 | 16.7 | 42 | 3 |
| 7597 | Tempe Public School | DEC | 1.1 | Yr 3,5 | Unwins Bridge Rd | SP | 27.8 | 0.0 | 0.0 | 30 | 0 |
| 8722 | Terrigal High School | DEC | 1.1 | Yr 7 | Charles Kay Drive | DN | 18.0 | 52.6 | 0.0 | 138 | 10 |
| 16286 | The Grange Public School | DEC | 1.1 | Yr 3,5 | Benham Rd | SP | 38.5 | 50.0 | 25.0 | 37 | 3 |
| 7818 | The Hills Sports High School | DEC | 1.1 | Yr 7 | Best Rd | SP | 38.8 | 32.0 | 7.1 | 277 | 8 |
| 10508 | The Rock Central School | DEC | 2.2.1 | Yr 3,5,7 | Ford St | SP | 43.4 | 60.0 | 16.7 | 43 | 6 |
| 10232 | Thirlmere Public School | DEC | 1.1 | Yr 3,5 | Oaks Rd | SP | 24.5 | 35.7 | 0.0 | 48 | 5 |
| 14975 | Thomas Reddall High School | DEC | 1.1 | Yr 7 | Cnr Woodhouse Drive & Jaggers Place | SP | 54.9 | 71.4 | 7.7 | 240 | 15 |
| 10445 | Thurgoona Public School | DEC | 2.1.1 | Yr 3,5 | Bottlebrush St | DN | 16.4 | 12.5 | 0.0 | 36 | 1 |
| 9556 | Tinonee Public School | DEC | 2.2.1 | Yr 3,5 | Manchester St | SP | 23.9 | 0.0 | 0.0 | 26 | 0 |
| 9384 | Tintinhull Public School | DEC | 2.1.2 | Yr 3,5 | 85 Tintinhull Road | SP | 29.2 | 0.0 | 0.0 | 7 | 0 |
| 17492 | Tomaree High School | DEC | 1.2 | Yr 7 | Salamander Way | SP | 28.3 | 42.4 | 5.6 | 253 | 14 |
| 10174 | Tomerong Public School | DEC | 2.2.1 | Yr 3,5 | 355 Hawkens Rd | SP | 26.9 | 50.0 | 0.0 | 14 | 1 |
| 6514 | Tooleybuc Central School | DEC | 2.2.2 | Yr 3,5,7 | Murray St | SP | 29.4 | 0.0 | 100.0 | 20 | 0 |
| 9670 | Toormina High School | DEC | 2.1.2 | Yr 7 | Armstrong Drive | SP | 33.2 | 50.0 | 20.0 | 182 | 29 |
| 9665 | Toormina Public School | DEC | 2.1.2 | Yr 3,5 | Cavanba Rd | SP | 23.4 | 43.8 | 0.0 | 46 | 14 |
| 6347 | Toronto High School | DEC | 1.2 | Yr 7 | Field Ave | SP | 25.8 | 45.1 | 0.0 | 151 | 23 |
| 14976 | Tuggerah Lakes Secondary College Berkeley Vale Campus | DEC | 1.1 | Yr 7 | The Entrance Rd | SP | 32.5 | 36.4 | 12.0 | 249 | 16 |
| 15387 | Tuggerah Lakes Secondary College Tumbi Umbi Campus | DEC | 1.1 | Yr 7 | Bellevue Rd | SP | 36.3 | 57.8 | 2.9 | 322 | 37 |
| 6379 | Tumbarumba High School | DEC | 2.2.2 | Yr 7 | 101 Tooma Road | SP | 36.4 | 100.0 | 0.0 | 47 | 5 |
| 10507 | Tumbarumba Public School | DEC | 2.2.2 | Yr 3,5 | Murray St | SP | 30.0 | 0.0 | 0.0 | 30 | 0 |
| 9930 | Tumbulgum Public School | DEC | 2.2.1 | Yr 3,5 | Fawcett St | SP | 30.0 | 0.0 | 0.0 | 6 | 0 |
| 6419 | Tumut High School | DEC | 2.2.1 | Yr 7 | Bogong Place | SP | 29.5 | 63.0 | 6.7 | 115 | 17 |
| 9922 | Tweed Heads Public School | DEC | 1.2 | Yr 3,5 | Stuart St | SP | 23.8 | 40.0 | 0.0 | 24 | 4 |
| 6475 | Tweed River High School | DEC | 1.2 | Yr 7 | 4 Heffron St | SP | 33.5 | 61.5 | 4.8 | 226 | 48 |
| 9395 | Uralla Central School | DEC | 2.2.1 | Yr 3,5,7 | Park St | SP | 34.6 | 29.4 | 5.3 | 74 | 10 |
| 14663 | Vincentia High School | DEC | 2.2.1 | Yr 7 | The Wool Rd | SP | 39.4 | 53.9 | 4.3 | 287 | 48 |
| 10787 | Vineyard Public School | DEC | 1.1 | Yr 3,5 | 4 Bandon Rd | SP | 19.0 | 0.0 | 0.0 | 4 | 0 |
| 10547 | Wade High School | DEC | 2.2.2 | Yr 7 | 1-39 Poole St | SP | 30.0 | 76.2 | 4.2 | 165 | 32 |
| 6439 | Walcha Central School | DEC | 2.2.2 | Yr 3,5,7 | 154E North St | SP | 38.7 | 53.3 | 5.9 | 75 | 16 |
| 16643 | Waldalba Community School | DEC | 1.1 | Yr 3,5,7 | Van Strappen Rd |  | 28.9 | 45.6 | 8.1 | 255 | 26 |
| 10512 | Walla Walla Public School | DEC | 2.2.1 | Yr 3,5 | Commercial St | SP | 29.2 | 100.0 | 0.0 | 7 | 2 |
| 15108 | Walters Road Public School | DEC | 1.1 | Yr 3,5 | 158 Walters Rd | SP | 23.1 | 35.7 | 12.5 | 66 | 5 |
| 9505 | Warialda Public School | DEC | 2.2.2 | Yr 3,5 | Hope St | SP | 21.3 | 50.0 | 0.0 | 23 | 1 |
| 6503 | Warilla High School | DEC | 1.2 | Yr 7 | Keross Ave | SP | 34.3 | 60.0 | 9.4 | 280 | 33 |
| 10031 | Warilla Public School | DEC | 1.2 | Yr 3,5 | Leawarra Ave | SP | 27.7 | 42.9 | 0.0 | 31 | 3 |
| 8961 | Warners Bay High School | DEC | 1.2 | Yr 7 | 1 Myles Ave | DN | 17.4 | 33.3 | 0.0 | 162 | 6 |
| 8581 | Wattawa Heights Public School | DEC | 1.1 | Yr 3,5 | The Avenue | SP | 30.0 | 0.0 | 0.0 | 33 | 0 |
| 6365 | Wauchope High School | DEC | 2.2.1 | Yr 7 | Nelson St | SP | 31.6 | 57.9 | 13.6 | 130 | 22 |
| 10776 | Werrington County Public School | DEC | 1.1 | Yr 3,5 | John Batman Ave | SP | 30.7 | 37.5 | 0.0 | 54 | 3 |
| 10777 | Werrington Public School | DEC | 1.1 | Yr 3,5 | Heavey St | SP | 28.9 | 33.3 | 33.3 | 56 | 4 |
| 6442 | West Wallsend High School | DEC | 1.2 | Yr 7 | 2 Appletree Rd | SP | 39.9 | 87.0 | 14.3 | 158 | 20 |
| 9017 | West Wallsend Public School | DEC | 1.2 | Yr 3,5 | Brown St | SP | 31.9 | 45.8 | 0.0 | 46 | 11 |
| 10537 | West Wyalong High School | DEC | 2.2.2 | Yr 7 | 30 Dumaresq St | SP | 30.7 | 33.3 | 0.0 | 75 | 4 |
| 10538 | West Wyalong Public School | DEC | 2.2.2 | Yr 3,5 | Park St | DN | 17.9 | 33.3 | 0.0 | 28 | 4 |
| 15117 | Westport High School | DEC | 2.1.2 | Yr 7 | Findlay Ave | SP | 32.1 | 50.0 | 37.9 | 102 | 17 |
| 9093 | Whitebridge High School | DEC | 1.2 | Yr 7 | Lonus Ave | DN | 16.1 | 44.8 | 11.8 | 112 | 13 |
| 14985 | William Dean Public School | DEC | 1.1 | Yr 3,5 | Yarramundi Drive | SP | 25.8 | 33.3 | 0.0 | 39 | 2 |
| 10753 | Windsor High School | DEC | 1.1 | Yr 7 | Mulgrave & Windsor Rds | SP | 40.0 | 65.1 | 4.2 | 132 | 28 |
| 9543 | Wingham High School | DEC | 2.2.1 | Yr 7 | 9 Rowley St | SP | 36.6 | 50.0 | 23.1 | 179 | 10 |
| 10271 | Wollondilly Public School | DEC | 2.2.1 | Yr 3,5 | Newton & Hoskins Sts | SP | 19.6 | 66.7 | 0.0 | 35 | 4 |
| 14692 | Wollumbin High School | DEC | 2.2.1 | Yr 7 | North Arm Rd | SP | 28.9 | 30.0 | 0.0 | 88 | 3 |
| 6446 | Woodenbong Central School | DEC | 2.2.2 | Yr 3,5,7 | Unumgar St | SP | 47.7 | 87.1 | 5.6 | 61 | 27 |
| 9682 | Woolgoolga High School | DEC | 2.2.1 | Yr 7 | Centenary Drive | SP | 35.7 | 52.6 | 3.0 | 237 | 30 |
| 9681 | Woolgoolga Public School | DEC | 2.2.1 | Yr 3,5 | Scarborough St | SP | 24.0 | 42.3 | 7.1 | 54 | 11 |
| 9359 | Woolomin Public School | DEC | 2.2.2 | Yr 3,5 | Tamworth-Nundle Rd | SP | 44.4 | 50.0 | 0.0 | 8 | 1 |
| 10536 | Wyalong Public School | DEC | 2.2.2 | Yr 3,5 | George Bland Ave | SP | 40.6 | 75.0 | 0.0 | 13 | 3 |
| 6373 | Wyong High School | DEC | 1.1 | Yr 7 | Alison Rd | SP | 35.8 | 57.5 | 18.5 | 182 | 23 |
| 8573 | Yagoona Public School | DEC | 1.1 | Yr 3,5 | 425 Hume Hwy | SP | 38.0 | 0.0 | 0.0 | 95 | 0 |
| 10554 | Yanco Agricultural High School | DEC | 2.2.2 | Yr 7 | 259 Euroley Rd | DN | 6.4 | 10.0 | 0.0 | 14 | 1 |
| 10555 | Yanco Public School | DEC | 2.2.2 | Yr 3,5 | Main Ave | SP | 22.2 | 83.3 | 0.0 | 8 | 5 |
| 10235 | Yanderra Public School | DEC | 1.1 | Yr 3,5 | 16 Yanderra Rd | SP | 30.0 | 100.0 | 0.0 | 9 | 2 |
| 7750 | Yates Avenue Public School | DEC | 1.1 | Yr 3,5 | Yates Ave | SP | 25.4 | 0.0 | 0.0 | 33 | 0 |
| 10548 | Yoogali Public School | DEC | 2.2.2 | Yr 3,5 | 1 East St | SP | 36.0 | 50.0 | 0.0 | 9 | 2 |
| 10722 | York Public School | DEC | 1.1 | Yr 3,5 | Evan St | SP | 24.2 | 38.9 | 0.0 | 57 | 7 |
| 10298 | Young High School | DEC | 2.2.1 | Yr 7 | Campbell St | SP | 37.8 | 23.1 | 0.0 | 152 | 6 |
| 1306 | All Hallows Primary School | CEC | 1.1 | Yr 3, 5 | Halley St | SP | 6.7 | 0.0 | 0.0 | 14 | 0 |
| 1305 | All Hallow's Primary School | CEC | 2.2.2 | Yr 3, 5 | Bayly Street | DN | 26.6 | 0.0 | 0.0 | 17 | 0 |
| 1522 | All Saints Catholic Boys' College | CEC | 1.1 | Yr 7 | 43 Bigge Street | DN | 20.8 | 56.3 | 0.0 | 111 | 9 |
| 1831 | All Saints Catholic Girls' College | CEC | 1.1 | Yr 7 | 53 Bigge Street | DN | 19.0 | 50.0 | 0.0 | 106 | 8 |
| 1839 | All Saints Catholic Primary School | CEC | 1.1 | Yr 3, 5 | George Street | SP | 14.8 | 62.5 | 0.0 | 53 | 5 |
| 5271 | Casimir Catholic College | CEC | 1.1 | Yr 7 | 200 Livingstone Road | DN | 22.7 | 20.0 | 0.0 | 114 | 2 |
| 1354 | Christ the King Primary School | CEC | 1.1 | Yr 3, 5 | Cantrell Street | DN | 6.7 | 0.0 | 0.0 | 7 | 0 |
| 1360 | Corpus Christi Primary School | CEC | 1.2 | Yr 3, 5 | Platt Street | SP | 15.0 | 50.0 | 0.0 | 18 | 4 |
| 1365 | De La Salle College- Ashfield | CEC | 1.1 | Yr 7 | 24 Bland St | DN | 31.7 | 0.0 | 0.0 | 92 | 0 |
| 1367 | De La Salle College- Caringbah | CEC | 1.1 | Yr 7 | 389 Port Hacking Road | DN | 14.3 | 50.0 | 0.0 | 72 | 3 |
| 1521 | Delany College | CEC | 1.1 | Yr 7 | Grimwood Street | SP | 44.1 | 50.0 | 0.0 | 123 | 2 |
| 15429 | Good Samaritan Catholic College | CEC | 1.1 | Yr 7 | 401 Hoxton Park Road | DN | 20.7 | 7.1 | 0.0 | 146 | 1 |
| 2344 | Good Shepherd Primary School | CEC | 1.1 | Yr 3, 5 | 134 Hyatts Road | SP | 22.6 | 25.0 | 0.0 | 88 | 2 |
| 13415 | Holy Cross Catholic School | CEC | 1.1 | Yr 3, 5 | 37 Kincumber Street | SP | 12.0 | 25.0 | 0.0 | 26 | 1 |
| 1394 | Holy Family Primary School | CEC | 1.1 | Yr 3, 5 | 199 The Trongate | DN | 22.1 | 0.0 | 0.0 | 42 | 0 |
| 5904 | Holy Family Primary School | CEC | 1.1 | Yr 3, 5 | 1D Anzac Road | SP | 2.5 | 0.0 | 0.0 | 10 | 0 |
| 13420 | Holy Family Primary School | CEC | 1.1 | Yr 3, 5 | Lot 32 Willowdene Ave | SP | 16.2 | 50.0 | 0.0 | 24 | 1 |
| 17385 | Holy Family Primary School | CEC | 1.1 | Yr 3, 5 | 11 Emert Parade | DN | 29.6 | 33.3 | 10.0 | 53 | 6 |
| 1398 | Holy Innocents' Primary School | CEC | 1.1 | Yr 3, 5 | 86 -98 Queen Street | DN | 5.0 | 0.0 | 0.0 | 5 | 0 |
| 16701 | Holy Saviour School | CEC | 1.1 | Yr 3, 5 | 80 Waterloo Road | LSES2009 | 7.4 | 0.0 | 0.0 | 7 | 0 |
| 1717 | Holy Spirit Infants Abermain School | CEC | 1.2 | No NAPLAN Infants | Church Street | LNNP | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1770 | Holy Spirit Primary School | CEC | 1.2 | Yr 3, 5 | Barton Street | LNNP | 10.9 | 0.0 | 0.0 | 11 | 0 |
| 17386 | Holy Spirit Primary School | CEC | 1.1 | Yr 3, 5 | Cowpasture Road | SP | 10.1 | 0.0 | 0.0 | 32 | 0 |
| 1403 | Holy Trinity School | CEC | 2.2.2 | Yr 3, 5, 7 | Moore Street | DN | 14.2 | 60.0 | 0.0 | 54 | 6 |
| 1407 | Immaculate Heart of Mary Primary School | CEC | 1.1 | Yr 3, 5 | 10 Kerrinea Street | DN | 10.7 | 0.0 | 0.0 | 22 | 0 |
| 13344 | John the Baptist Primary School | CEC | 1.1 | Yr 3, 5 | Mount St | SP | 12.8 | 100.0 | 0.0 | 61 | 2 |
| 1366 | La Salle Catholic College | CEC | 1.1 | Yr 7 | 544 Chapel Rd | DN | 28.6 | 75.0 | 0.0 | 95 | 3 |
| 17280 | Lumen Christi Catholic College | CEC | 2.2.2 | Yr 7 | 388 Pambula Beach Road | DN | 11.9 | 41.7 | 12.5 | 44 | 5 |
| 17384 | MacKillop Catholic College | CEC | 1.1 | Yr 3, 5, 7 | 91 Sparks Road | DN | 16.3 | 27.3 | 0.0 | 161 | 6 |
| 2367 | Mary Help Of Christians Primary School | CEC | 2.1.2 | Yr 3, 5 | Eungella Street | DN | 10.8 | 0.0 | 0.0 | 20 | 0 |
| 5352 | Mary Immaculate Primary School | CEC | 1.1 | Yr 3, 5 | 110 Mimosa Road | DN | 4.7 | 0.0 | 0.0 | 16 | 0 |
| 13839 | McAuley Catholic Central School | CEC | 2.2.1 | Yr 3, 5, 7 | Capper Street | DN | 13.4 | 16.7 | 0.0 | 27 | 1 |
| 13653 | McAuley Catholic College | CEC | 2.2.1 | Yr 7 | Pacific Highway | SP | 23.7 | 75.0 | 11.1 | 94 | 12 |
| 5540 | McCarthy Catholic College | CEC | 1.1 | Yr 7 | 75 Mackellar Street | SP | 22.3 | 30.0 | 0.0 | 116 | 3 |
| 17022 | McCarthy Catholic College | CEC | 2.1.2 | Yr 7 | Tribe Street | SP | 18.1 | 40.5 | 0.0 | 115 | 17 |
| 1461 | Mt St John's Primary School | CEC | 2.2.2 | Yr 3, 5 | Karabin Street | DN | 15.9 | 0.0 | 0.0 | 7 | 0 |
| 1984 | O'Connor Catholic College | CEC | 2.2.1 | Yr 7 | 35 Kirwood Street | SP | 22.9 | 45.8 | 0.0 | 69 | 11 |
| 6844 | Our Lady Help Of Christians Parish Primary School | CEC | 1.1 | Yr 3, 5 | Lot 2 Demetrius Rd | SP | 17.9 | 0.0 | 0.0 | 35 | 0 |
| 1480 | Our Lady of Dolours Catholic School | CEC | 1.1 | Yr 3, 5 | 94a Archer Street | DN | 7.2 | 0.0 | 0.0 | 10 | 0 |
| 1482 | Our Lady of Fatima Primary School | CEC | 1.1 | Yr 3, 5 | 389 Port Hacking Road | DN | 7.6 | 50.0 | 0.0 | 29 | 2 |
| 1485 | Our Lady of Lebanon College | CEC | 1.1 | Yr 3, 5, 7 | 23-25 Alice Street | SP | 25.1 | 0.0 | 0.0 | 180 | 0 |
| 1456 | Our Lady of Mt Carmel Primary School | CEC | 1.1 | Yr 3, 5 | 4 Kellick Street | DN | 33.3 | 50.0 | 0.0 | 24 | 19 |
| 1509 | Our Lady of the Rosary Catholic School | CEC | 1.1 | Yr 3, 5 | Shelly Beach Road | SP | 7.8 | 10.0 | 0.0 | 19 | 1 |
| 2348 | Our Lady of the Rosary Catholic School | CEC | 1.1 | Yr 3, 5 | 92 Glennie Street | DN | 11.0 | 0.0 | 0.0 | 19 | 0 |
| 1506 | Our Lady of the Rosary Primary School | CEC | 1.1 | Yr 3, 5 | 20 Vine Street | LSES2009 | 9.5 | 0.0 | 0.0 | 37 | 0 |
| 1507 | Our Lady of the Rosary Primary School | CEC | 1.1 | Yr 3, 5 | Kensington Road | DN | 2.8 | 0.0 | 0.0 | 6 | 0 |
| 1512 | Our Lady of the Sacred Heart College | CEC | 1.1 | Yr 7 | 2 Kensington Rd | DN | 9.5 | 50.0 | 16.7 | 57 | 10 |
| 2346 | Our Lady Star of the Sea Catholic School | CEC | 1.1 | Yr 3, 5 | 165 Serpentine Road | SP | 8.3 | 0.0 | 0.0 | 21 | 0 |
| 28908 | Redfern Jarjum College | CEC | 1.1 | Yr 3, 5 | 117 Redfern Street | DN | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 1541 | Sacred Heart Primary School | CEC | 1.1 | Yr 3, 5 | Gilmore Street | DN | 12.3 | 0.0 | 0.0 | 33 | 0 |
| 2105 | Sacred Heart Primary School | CEC | 2.1.1 | Yr 3, 5 | Lake Albert Road | DN | 13.4 | 50.0 | 0.0 | 23 | 2 |
| 4204 | Sacred Heart Primary School | CEC | 1.1 | Yr 3, 5 | 25 Nelson Street | LNNP | 44.0 | 0.0 | 100.0 | 95 | 0 |
| 1995 | San Clemente High School | CEC | 1.2 | Yr 7 | Havelock Street | SP | 23.7 | 46.9 | 0.0 | 162 | 15 |
| 1497 | Ss Peter and Paul Parish Primary School | CEC | 2.2.1 | Yr 3, 5 | 10 Knox Street | SP | 14.5 | 0.0 | 0.0 | 22 | 0 |
| 18251 | St Agnes Catholic High School | CEC | 1.1 | Yr 7 | Evans Road | SP | 30.7 | 0.0 | 0.0 | 212 | 0 |
| 1565 | St Ambrose's Primary School | CEC | 1.1 | Yr 3, 5 | Stuart Street | DN | 3.1 | 0.0 | 0.0 | 5 | 0 |
| 16144 | St Andrews College- Holy Family Campus | CEC | 1.1 | Yr 7 | 116-132 Quakers Road | SP | 24.1 | 0.0 | 0.0 | 171 | 0 |
| 1568 | St Andrew's Primary School | CEC | 1.1 | Yr 3, 5 | 36 Breakfast Road | DN | 16.2 | 0.0 | 0.0 | 71 | 0 |
| 1575 | St Anne's Central School | CEC | 2.2.2 | Yr 3, 5, 7 | De Boos St | DN | 8.0 | 0.0 | 0.0 | 15 | 0 |
| 1574 | St Anne's Primary School | CEC | 1.1 | Yr 3, 5 | St Anne's Square | DN | 14.6 | 0.0 | 0.0 | 12 | 0 |
| 2319 | St Anthony's Primary School | CEC | 1.1 | Yr 3, 5 | Menangle Street | DN | 9.0 | 0.0 | 0.0 | 18 | 0 |
| 1584 | St Augustine's Primary School | CEC | 2.1.2 | Yr 3, 5 | Gordon Street | SP | 13.5 | 50.0 | 0.0 | 47 | 8 |
| 1586 | St Bede's Primary School | CEC | 2.2.2 | Yr 3, 5 | Park Lane | SP | 20.8 | 0.0 | 0.0 | 11 | 0 |
| 13345 | St Brendan's Catholic School | CEC | 1.1 | Yr 3, 5 | Carters Road | LNNP | 9.3 | 7.1 | 0.0 | 21 | 1 |
| 1598 | St Brendan's Primary School | CEC | 1.1 | Yr 3, 5 | 18 Cambridge Avenue | DN | 15.5 | 0.0 | 0.0 | 37 | 0 |
| 1603 | St Brigid's Primary School | CEC | 1.1 | Yr 3, 5 | 392A Marrickville Road | DN | 16.7 | 50.0 | 0.0 | 34 | 2 |
| 1608 | St Brigid's Primary School | CEC | 2.2.1 | Yr 3, 5 | Groom Street | DN | 15.6 | 0.0 | 0.0 | 14 | 0 |
| 1613 | St Catherine Laboure Primary School | CEC | 1.1 | Yr 3, 5 | Cnr President Ave & Gymea Bay Rd | DN | 4.7 | 0.0 | 0.0 | 12 | 0 |
| 16320 | St Catherine of Siena Primary School | CEC | 1.1 | Yr 3, 5 | Dalmeny Drive | SP | 8.8 | 30.0 | 0.0 | 25 | 3 |
| 17917 | St Catherine's Catholic College | CEC | 2.2.1 | Yr 3, 5, 7 | 40 Queen Street | SP | 13.0 | 57.1 | 0.0 | 68 | 4 |
| 1617 | St Cecilia's Catholic School | CEC | 1.1 | Yr 3, 5 | Panonia Road | DN | 8.2 | 0.0 | 0.0 | 17 | 0 |
| 4221 | St Charbel's College | CEC | 1.1 | Yr 3, 5, 7 | 142 Highclere Avenue | SP | 19.1 | 0.0 | 0.0 | 125 | 0 |
| 1618 | St Charles' Primary School | CEC | 1.1 | Yr 3, 5 | 582 Victoria Road | DN | 6.2 | 0.0 | 0.0 | 13 | 0 |
| 17657 | St Christopher's Primary School | CEC | 1.1 | Yr 3, 5 | Heathcote Rd | SP | 5.6 | 0.0 | 0.0 | 12 | 0 |
| 18250 | St Clare's Catholic High School | CEC | 1.1 | Yr 7 | 175 Buckwell Drive | SP | 36.2 | 59.1 | 0.0 | 267 | 13 |
| 1624 | St Columbans Primary School | CEC | 1.2 | Yr 3, 5 | Church St | LNNP | 24.5 | 62.5 | 0.0 | 25 | 5 |
| 1629 | St Columba's Primary School | CEC | 1.1 | Yr 3, 5 | 215 Elswick St | DN | 15.6 | 0.0 | 0.0 | 14 | 0 |
| 1637 | St Edward's Primary School | CEC | 2.2.1 | Yr 3, 5 | Tilga Street | DN | 9.5 | 0.0 | 0.0 | 4 | 0 |
| 13946 | St Edward's Primary School | CEC | 2.1.2 | Yr 3, 5 | Hillvue Rd | SP | 19.6 | 31.3 | 11.1 | 63 | 5 |
| 1639 | St Felix's Primary School | CEC | 1.1 | Yr 3, 5 | 552 Chapel Road | LNNP | 9.9 | 0.0 | 0.0 | 23 | 0 |
| 1640 | St Fiacre's Primary School | CEC | 1.1 | Yr 3, 5 | 98 Catherine Street | DN | 1.8 | 0.0 | 0.0 | 1 | 0 |
| 1642 | St Finbar's Primary School | CEC | 1.1 | Yr 3, 5 | 21 Broughton St | DN | 9.8 | 0.0 | 0.0 | 10 | 0 |
| 1652 | St Francis Xavier Primary School | CEC | 3.1 | Yr 3, 5 | Conapaira Street | LSES2009 | 28.6 | 44.4 | 0.0 | 12 | 8 |
| 14013 | St Francis Xavier Primary School | CEC | 2.2.1 | Yr 3, 5 | 39 Queen Street | SP | 16.5 | 33.3 | 25.0 | 20 | 2 |
| 2315 | St Francis Xavier's Primary School | CEC | 1.1 | Yr 3, 5 | 71 Webster Rd | DN | 4.9 | 0.0 | 0.0 | 7 | 0 |
| 1657 | St Gabriel's Primary School | CEC | 1.1 | Yr 3, 5 | 39 Highgate Street | DN | 2.5 | 0.0 | 0.0 | 3 | 0 |
| 1659 | St Gertrude's Primary School | CEC | 1.1 | Yr 3, 5 | 1-11 Justin Street | SP | 9.0 | 0.0 | 0.0 | 40 | 0 |
| 13853 | St Gregory's Primary School | CEC | 1.2 | Yr 3, 5 | 57 Lowe Street | LNNP | 8.6 | 0.0 | 20.0 | 31 | 0 |
| 14601 | St James Primary School | CEC | 2.2.2 | Yr 3, 5 | Carr's Drive | SP | 9.4 | 0.0 | 0.0 | 6 | 0 |
| 1665 | St James' Primary School | CEC | 1.1 | Yr 3, 5 | 2 Woolley St | DN | 12.2 | 33.3 | 0.0 | 9 | 2 |
| 1668 | St Jerome's Primary School | CEC | 1.1 | Yr 3, 5 | Rossmore Ave | SP | 10.6 | 0.0 | 0.0 | 21 | 0 |
| 1669 | St Joachim's Primary School | CEC | 1.1 | Yr 3, 5 | 7 Mary Street | SP | 10.3 | 50.0 | 0.0 | 15 | 1 |
| 1671 | St John Bosco Primary School | CEC | 1.1 | Yr 3, 5 | Banksia Avenue | DN | 7.8 | 25.0 | 0.0 | 34 | 1 |
| 8790 | St John Fisher Catholic School | CEC | 1.1 | Yr 3, 5 | Hicks Lane | DN | 9.8 | 33.3 | 0.0 | 21 | 2 |
| 1692 | St John the Baptist Catholic School | CEC | 1.1 | Yr 3, 5 | 21a Dulkara Road | SP | 8.8 | 0.0 | 20.0 | 19 | 0 |
| 1694 | St John Vianney's Primary School | CEC | 1.1 | Yr 3, 5 | Pandora Street | SP | 9.2 | 0.0 | 0.0 | 17 | 0 |
| 1688 | St John's Catholic School | CEC | 1.1 | Yr 3, 5 | 166 Alfred Street | DN | 9.1 | 0.0 | 0.0 | 17 | 0 |
| 1677 | St John's Primary School | CEC | 1.1 | Yr 3, 5 | 77 Queen Street | SP | 27.9 | 0.0 | 0.0 | 38 | 0 |
| 1679 | St John's Primary School | CEC | 1.2 | Yr 3, 5 | Jerematta and Werowi Sts | SP | 11.3 | 0.0 | 0.0 | 33 | 0 |
| 1682 | St John's Primary School | CEC | 3.1 | Yr 3, 5 | Queen St | SP | 25.0 | 0.0 | 0.0 | 4 | 0 |
| 1684 | St John's Primary School | CEC | 3.1 | Yr 3, 5 | Prince St | SP | 28.6 | 33.3 | 0.0 | 24 | 2 |
| 1802 | St Joseph the Worker Primary School | CEC | 1.1 | Yr 3, 5 | 2 New Street | DN | 20.4 | 0.0 | 0.0 | 10 | 0 |
| 13440 | St Joseph's College | CEC | 1.2 | Yr 7 | Doyle Drive | DN | 17.2 | 41.4 | 6.3 | 87 | 12 |
| 1701 | St Josephs Primary School | CEC | 2.2.1 | Yr 3, 5 | Palace Street | SP | 7.1 | 0.0 | 0.0 | 2 | 0 |
| 1700 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Greville Street | DN | 11.0 | 0.0 | 0.0 | 11 | 0 |
| 1702 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Kemp Street | SP | 24.2 | 15.4 | 13.3 | 61 | 4 |
| 1722 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | Pye St | DN | 28.6 | 0.0 | 0.0 | 4 | 0 |
| 1729 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Williewa Street | LNNP | 7.7 | 0.0 | 0.0 | 2 | 0 |
| 1731 | St Joseph's Primary School | CEC | 1.1 | Yr 3, 5 | Watkin Street | DN | 3.9 | 0.0 | 0.0 | 5 | 0 |
| 1735 | St Joseph's Primary School | CEC | 2.1.1 | Yr 3, 5 | Adelaide Street | DN | 13.5 | 40.0 | 0.0 | 5 | 2 |
| 1746 | St Joseph's Primary School | CEC | 1.1 | Yr 3, 5 | 8 Wilson Ave | DN | 26.6 | 16.7 | 0.0 | 50 | 1 |
| 1748 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | 31 Queen Street | SP | 16.7 | 0.0 | 0.0 | 2 | 0 |
| 1749 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Scott St | LNNP | 14.3 | 0.0 | 0.0 | 4 | 0 |
| 1757 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | Cnr Molong and William Streets | SP | 17.2 | 33.3 | 25.0 | 11 | 2 |
| 1758 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | 8 Blair St | SP | 30.4 | 50.0 | 0.0 | 7 | 1 |
| 1762 | St Joseph's Primary School | CEC | 1.1 | Yr 3, 5 | 29 Burwood Road | DN | 10.3 | 0.0 | 0.0 | 23 | 0 |
| 1764 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Hyde Street | DN | 13.7 | 25.0 | 0.0 | 14 | 3 |
| 1765 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | Weddin Street | DN | 8.8 | 0.0 | 0.0 | 3 | 0 |
| 1769 | St Joseph's Primary School | CEC | 1.1 | Yr 3, 5 | 94 Joseph Street | SP | 26.2 | 50.0 | 0.0 | 38 | 1 |
| 1771 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | Ferrier Street | SP | 7.1 | 0.0 | 0.0 | 1 | 0 |
| 1782 | St Joseph's Primary School | CEC | 3.1 | Yr 3, 5 | 23 Terangion Street | SP | 15.2 | 25.0 | 0.0 | 10 | 2 |
| 1786 | St Joseph's Primary School | CEC | 2.2.2 | Yr 3, 5 | 18 Thomas Street | LNNP | 38.1 | 0.0 | 0.0 | 8 | 0 |
| 1787 | St Joseph's Primary School | CEC | 1.1 | Yr 3, 5 | 28-32 Thurlow Street | DN | 4.6 | 0.0 | 0.0 | 8 | 0 |
| 1790 | St Joseph's Primary School | CEC | 2.1.2 | Yr 3, 5 | Bridge Street | SP | 11.9 | 25.0 | 0.0 | 8 | 2 |
| 1998 | St Joseph's Primary School | CEC | 2.1.1 | Yr 3, 5 | 90 Hill Street | DN | 7.4 | 0.0 | 0.0 | 19 | 0 |
| 2323 | St Joseph's Primary School | CEC | 2.2.1 | Yr 3, 5 | Lagoon Street | SP | 12.8 | 50.0 | 0.0 | 17 | 1 |
| 1805 | St Kevin's Catholic School | CEC | 1.1 | Yr 3, 5 | 57 - 59 Oaks Avenue | SP | 8.3 | 0.0 | 0.0 | 5 | 0 |
| 13845 | St Laurence's Primary School | CEC | 2.2.2 | Yr 3, 5 | 20 Johnson Street | SP | 21.5 | 18.8 | 0.0 | 34 | 3 |
| 1811 | St Lawrence's Primary School | CEC | 2.2.2 | Yr 3, 5 | Dalgarno St | DN | 10.5 | 0.0 | 0.0 | 6 | 0 |
| 1815 | St Luke's Primary School | CEC | 1.1 | Yr 3, 5 | 1 Beaconsfield Street | DN | 9.6 | 0.0 | 0.0 | 34 | 0 |
| 1820 | St Maroun's College | CEC | 1.1 | Yr 3, 5, 7 | 194-206 Wardell Road | SP | 20.1 | 0.0 | 100.0 | 65 | 0 |
| 1821 | St Martha's Primary School | CEC | 1.1 | Yr 3, 5 | 88 Churchill Avenue | DN | 5.9 | 0.0 | 0.0 | 6 | 0 |
| 2220 | St Mary's Catholic School | CEC | 1.1 | Yr 3, 5 | 458 Main Road | DN | 4.1 | 11.1 | 0.0 | 9 | 1 |
| 1850 | St Mary's High School | CEC | 2.2.1 | Yr 7 | Canterbury Street | LNNP | 24.4 | 37.5 | 0.0 | 75 | 3 |
| 1823 | St Mary's Primary School | CEC | 2.2.1 | Yr 3, 5 | Dangar St | SP | 15.2 | 56.3 | 0.0 | 25 | 9 |
| 1828 | St Mary's Primary School | CEC | 2.2.2 | Yr 3, 5 | Park Street | SP | 1.9 | 0.0 | 0.0 | 1 | 0 |
| 1846 | St Mary's Primary School | CEC | 2.2.1 | Yr 3, 5 | Selwyn Street | LSES2009 | 23.5 | 0.0 | 0.0 | 8 | 0 |
| 1848 | St Mary's Primary School | CEC | 2.2.2 | Yr 3, 5 | Carbin Street | DN | 36.8 | 46.7 | 11.1 | 7 | 7 |
| 1853 | St Mary's Primary School | CEC | 2.1.2 | Yr 3, 5 | Wheeler's Lane | DN | 12.6 | 22.2 | 0.0 | 32 | 8 |
| 1856 | St Mary's Primary School | CEC | 2.2.2 | Yr 3, 5 | 436 Moppett Street | SP | 29.5 | 60.0 | 0.0 | 13 | 6 |
| 1863 | St Mary's Primary School | CEC | 2.1.1 | Yr 3, 5 | Cnr Byng & Park Streets | SP | 8.7 | 8.6 | 4.6 | 15 | 14 |
| 1867 | St Mary's Primary School | CEC | 2.2.2 | Yr 3, 5 | Lawson Street | LNNP | 8.3 | 0.0 | 0.0 | 6 | 0 |
| 2242 | St Mary's Primary School | CEC | 2.2.1 | Yr 3, 5 | Centre Street | LNNP | 20.6 | 50.0 | 16.7 | 60 | 5 |
| 17909 | St Mary's Primary School | CEC | 2.2.1 | Yr 3, 5 | 171 Turf Street | DN | 16.4 | 16.7 | 0.0 | 18 | 1 |
| 1870 | St Mary's Star of the Sea Primary School | CEC | 1.1 | Yr 3, 5 | 24-26 Croydon Road | DN | 6.6 | 0.0 | 0.0 | 15 | 0 |
| 1873 | St Matthew's Catholic School | CEC | 2.2.1 | Yr 3, 5, 7 | Lewis Street | SP | 7.5 | 0.0 | 0.0 | 24 | 0 |
| 1886 | St Michael's Primary School | CEC | 1.1 | Yr 3, 5 | 181-187 Longueville Road | DN | 1.1 | 0.0 | 0.0 | 3 | 0 |
| 1887 | St Michael's Primary School | CEC | 2.2.2 | Yr 3, 5 | 45 Rowan Street | DN | 3.8 | 0.0 | 0.0 | 1 | 0 |
| 1888 | St Michael's Primary School | CEC | 1.1 | Yr 3, 5 | 53 Maxim Street | SP | 5.9 | 50.0 | 0.0 | 10 | 1 |
| 17021 | St Nicholas' Primary School | CEC | 2.1.2 | Yr 3, 5 | 143-149 Carthage Street | SP | 12.9 | 40.0 | 0.0 | 30 | 4 |
| 1321 | St Oliver's Primary School | CEC | 1.1 | Yr 3, 5 | 33 Wigram Street | SP | 16.7 | 0.0 | 0.0 | 12 | 0 |
| 1905 | St Patrick's Catholic School | CEC | 1.1 | Yr 3, 5 | Cnr York and Melbourne Streets | SP | 9.9 | 0.0 | 0.0 | 17 | 0 |
| 1329 | St Patrick's Parish School | CEC | 2.2.1 | Yr 3, 5, 7 | Vale & Murray Streets | SP | 16.5 | 100.0 | 0.0 | 43 | 2 |
| 1911 | St Patrick's Primary School | CEC | 2.2.2 | Yr 3, 5 | Gipps Street | SP | 20.6 | 25.0 | 0.0 | 20 | 1 |
| 1920 | St Patrick's Primary School | CEC | 2.2.1 | Yr 3, 5 | 145 Albury Street | SP | 46.7 | 100.0 | 0.0 | 14 | 4 |
| 1923 | St Patrick's Primary School | CEC | 2.2.2 | Yr 3, 5 | Wallace Street | DN | 10.9 | 50.0 | 33.3 | 19 | 2 |
| 1931 | St Patrick's Primary School | CEC | 1.2 | Yr 3, 5 | Neilson Street | SP | 17.6 | 100.0 | 0.0 | 19 | 2 |
| 1922 | St Patrick's Primary School- Lithgow | CEC | 2.2.1 | Yr 3, 5 | Mort Street | LNNP | 9.2 | 28.6 | 12.5 | 20 | 4 |
| 1351 | St Paul's Catholic College | CEC | 1.1 | Yr 7 | Darley Road | DN | 10.7 | 50.0 | 0.0 | 51 | 1 |
| 2115 | St Paul's College | CEC | 2.2.1 | Yr 7 | 107 Sea Street | DN | 23.4 | 59.1 | 8.3 | 81 | 13 |
| 1941 | St Paul's Primary School | CEC | 2.2.1 | Yr 3, 5 | 18 Garrett Street | DN | 14.9 | 0.0 | 0.0 | 11 | 0 |
| 1946 | St Peter Chanel Primary School | CEC | 1.1 | Yr 3, 5 | 39 Regent Street | DN | 16.7 | 0.0 | 0.0 | 34 | 0 |
| 1952 | St Pius' Primary School | CEC | 1.1 | Yr 3, 5 | 209 Edgeware Road | DN | 6.4 | 33.3 | 0.0 | 6 | 2 |
| 1956 | St Pius X Primary School | CEC | 2.1.2 | Yr 3, 5 | East Street | DN | 6.8 | 0.0 | 0.0 | 7 | 0 |
| 1958 | St Pius X Primary School | CEC | 1.2 | Yr 3, 5 | 12 Lake Road | LSES2009 | 50.0 | 0.0 | 0.0 | 6 | 0 |
| 1966 | St Therese's Primary School | CEC | 1.1 | Yr 3, 5 | 96 Cartwright Ave | SP | 16.7 | 0.0 | 20.0 | 32 | 0 |
| 1969 | St Therese's Primary School | CEC | 1.1 | Yr 3, 5 | 165 Lakemba Street | SP | 12.5 | 0.0 | 0.0 | 21 | 0 |
| 1970 | St Therese's Primary School | CEC | 1.1 | Yr 3, 5 | 43 Sutherland Street | DN | 6.6 | 0.0 | 0.0 | 22 | 0 |
| 1972 | St Therese's Primary School | CEC | 1.1 | Yr 3, 5 | 48 Chamberlain Rd | DN | 4.8 | 0.0 | 0.0 | 6 | 0 |
| 2349 | St Thomas More Catholic Primary School | CEC | 1.1 | Yr 3, 5 | 6 St John's Road | SP | 12.4 | 50.0 | 40.0 | 24 | 3 |
| 1989 | St Vincent's Primary School | CEC | 1.1 | Yr 3, 5 | 30-34 Charlotte Street | DN | 11.3 | 50.0 | 25.0 | 22 | 3 |
| 14621 | Terra Sancta College- Schofields Campus | CEC | 1.1 | Yr 7 | 85 Hambledon Road | SP | 22.0 | 43.8 | 0.0 | 168 | 7 |
| 2036 | Villa Maria Primary School | CEC | 1.1 | Yr 3, 5 | Mark Street | DN | 4.5 | 0.0 | 0.0 | 8 | 0 |
| 2000 | Blue Hills College | AIS | 2.1.2 | Yr 3, 5, 7 | 17 Blue Hills Avenue | SP | 17.5 | 68.4 | 9.1 | 32 | 13 |
| 2023 | Calrossy Anglican School | AIS | 2.1.2 | Yr 3, 5, 7 | 140 Brisbane Street | SP | 12.6 | 50.0 | 0.0 | 75 | 11 |
| 3321 | Carinya Christian School Gunnedah | AIS | 2.2.2 | Yr 3, 5 | 46 Elgin Street | DN | 7.5 | 0.0 | 0.0 | 3 | 0 |
| 4263 | Carinya Christian School Tamworth | AIS | 2.1.2 | Yr 3, 5, 7 | 25 Boronia Drive | DN | 10.4 | 22.7 | 0.0 | 38 | 5 |
| 77154 | Coffs Harbour Christian Community School | AIS | 2.1.2 | Yr 3, 5, 7 | 226 Bonville Station Road | DN | 14.6 | 15.0 | 9.1 | 83 | 3 |
| 2326 | Kempsey Adventist School | AIS | 2.2.1 | Yr 3, 5, 7 | 108 Crescent Head Road | SP | 15.8 | 34.6 | 0.0 | 37 | 9 |
| 17633 | Macleay Vocational College | AIS | 2.2.1 | Yr 7 | 1-13 Reginald Ward Street | 2009 Low SES NP | 100.0 | 100.0 | 25.0 | 20 | 16 |
| 77489 | Mar Narsai Assyrian College | AIS | 1.1 | Yr 7 | 7-9 Greenfield Road | SP | 44.8 | 0.0 | 0.0 | 90 | 0 |
| 15383 | Minimbah Primary School | AIS | 2.2.1 | Yr 3, 5 | Galloway Street | SP | 45.0 | 50.0 | 0.0 | 9 | 9 |
| 16955 | Nowra Anglican College | AIS | 2.1.2 | Yr 3, 5, 7 | Cnr Princes Highway and West Bunderra | DN | 8.4 | 31.0 | 11.1 | 41 | 9 |
| 16721 | Richard Johnson Anglican School | AIS | 1.1 | Yr 3, 5, 7 | 93 Hyatts Road | DN | 12.4 | 0.0 | 0.0 | 70 | 0 |
| 17159 | Rouse Hill Anglican College | AIS | 1.1 | Yr 3, 5, 7 | Corner Rouse Road and Worcester Road | SP | 12.8 | 100.0 | 0.0 | 90 | 2 |
| 16091 | St Philip's Christian College - Cessnock Campus | AIS | 1.2 | Yr 3, 5, 7 | Edgeworth Street | SP | 19.0 | 77.8 | 16.7 | 45 | 7 |
| 5297 | Summerland Christian College | AIS | 2.1.2 | Yr 3, 5, 7 | Pineapple Road | DN | 11.0 | 25.0 | 0.0 | 18 | 1 |
| 16956 | Thomas Hassall Anglican College | AIS | 1.1 | Yr 3, 5, 7 | Cnr Second and Sixteenth Avenues | DN | 12.7 | 0.0 | 0.0 | 94 | 0 |
| 2035 | Tyndale Christian School | AIS | 1.1 | Yr 3, 5, 7 | 58 Douglas Road | SP | 19.1 | 0.0 | 0.0 | 76 | 0 |
| 5347 | William Carey Christian School | AIS | 1.1 | Yr 3, 5, 7 | Bumbera Street | DN | 11.4 | 0.0 | 0.0 | 94 | 0 |
| 18086 | Wollondilly Anglican College | AIS | 1.1 | Yr 3, 5, 7 | 3000 Remembrance Drive | SP | 17.8 | 75.0 | 20.0 | 75 | 6 |

\*Categories

‘LNNP’ – previously participated in the Literacy and Numeracy National Partnership Agreement 2009-2012; or

‘SP’ – significant proportion of students in the bottom two NAPLAN bands; or

‘DN’ – does not meet previous criteria but has a demonstrated need

2009 Low SES School

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **May 2013 vs Nov 2013 Reporting – Non-ATSI Students: Numeracy** | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **No. of students at Well above expectation** | | **No. of students at Above expectation** | | **No. of students at Expectation** | | **No of students at Below expectation** | | **No. of students at Well below expectation** | | **Totals** | |
|  |  | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 |
| **Kindergarten** | | | | | | | | | | | | | |
|  |  | 147 | 322 | 381 | 516 | 905 | 782 | 380 | 215 | 178 | 57 | **1991** | **1892** |
|  |  | 7% | 17% | 19% | 27% | 45% | 41% | 19% | 11% | 9% | 3% |  |  |
| **Year 1** | | | | | | | | | | | | | |
|  |  | 213 | 490 | 466 | 547 | 917 | 823 | 435 | 256 | 170 | 64 | **2201** | **2180** |
|  |  | 10% | 22% | 21% | 25% | 42% | 38% | 20% | 12% | 8% | 3% |  |  |
| **Year 2** | | | | | | | | | | | | | |
|  |  | 189 | 458 | 619 | 801 | 1110 | 951 | 628 | 359 | 192 | 102 | **2738** | **2671** |
|  |  | 7% | 17% | 23% | 30% | 41% | 36% | 23% | 13% | 7% | 4% |  |  |
| **Year 3** | | | | | | | | | | | | | |
|  |  | 186 | 439 | 342 | 529 | 862 | 934 | 625 | 350 | 328 | 137 | **2343** | **2389** |
|  |  | 8% | 18% | 15% | 22% | 37% | 39% | 27% | 15% | 14% | 6% |  |  |
| **Year 4** | | | | | | | | | | | | | |
|  |  | 227 | 446 | 339 | 620 | 824 | 1086 | 698 | 608 | 819 | 209 | **2907** | **2969** |
|  |  | 8% | 15% | 12% | 21% | 28% | 37% | 24% | 20% | 28% | 7% |  |  |
| **Year 5** | | | | | | | | | | | | | |
|  |  | 165 | 302 | 295 | 459 | 840 | 977 | 462 | 433 | 596 | 129 | **2358** | **2300** |
|  |  | 7% | 13% | 13% | 20% | 36% | 42% | 20% | 19% | 25% | 6% |  |  |
| **Year 6** | | | | | | | | | | | | | |
|  |  | 151 | 322 | 395 | 520 | 751 | 1025 | 585 | 467 | 673 | 170 | **2555** | **2504** |
|  |  | 6% | 13% | 15% | 21% | 29% | 41% | 23% | 19% | 26% | 7% |  |  |
| **Year 7** | | | | | | | | | | | | | |
|  |  | 226 | 337 | 367 | 540 | 618 | 678 | 897 | 549 | 601 | 306 | **2709** | **2410** |
|  |  | 8% | 14% | 14% | 22% | 23% | 28% | 33% | 23% | 22% | 13% |  |  |
| **Year 8** | | | | | | | | | | | | | |
|  |  | 183 | 336 | 358 | 578 | 685 | 781 | 996 | 648 | 695 | 291 | **2917** | **2634** |
|  |  | 6% | 13% | 12% | 22% | 23% | 30% | 34% | 25% | 24% | 11% |  |  |

### Appendix B

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **May 2013 vs Nov 2013 Reporting – Non-ATSI Students: Literacy** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  |  | **No. of students at Well above expectation** | | **No. of students at Above expectation** | | **No. of students at Expectation** | | **No of students at Below expectation** | | **No. of students at Well below expectation** | | **Totals** | |
|  |  | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 |
| **Kindergarten** | | | | | | | | | | | | | |
|  |  | 161 | 452 | 729 | 1070 | 2333 | 1819 | 1732 | 1035 | 681 | 452 | **5636** | **4828** |
|  |  | 3% | 9% | 13% | 22% | 41% | 38% | 31% | 21% | 12% | 9% |  |  |
| **Year 1** | | | | | | | | | | | | | |
|  |  | 464 | 660 | 998 | 1072 | 2041 | 1920 | 1476 | 1010 | 963 | 513 | **5942** | **5175** |
|  |  | 8% | 13% | 17% | 21% | 34% | 37% | 25% | 20% | 16% | 10% |  |  |
| **Year 2** | | | | | | | | | | | | | |
|  |  | 486 | 509 | 1086 | 1013 | 2140 | 1946 | 1568 | 1108 | 1042 | 859 | **6322** | **5435** |
|  |  | 8% | 9% | 17% | 19% | 34% | 36% | 25% | 20% | 16.5% | 15.8% |  |  |
| **Year 3** | | | | | | | | | | | | | |
|  |  | 275 | 351 | 814 | 943 | 2117 | 2275 | 1682 | 1153 | 1468 | 703 | **6356** | **5425** |
|  |  | 4% | 6% | 13% | 17% | 33% | 42% | 26% | 21% | 23% | 13% |  |  |
| **Year 4** | | | | | | | | | | | | | |
|  |  | 271 | 341 | 853 | 980 | 2226 | 2063 | 1510 | 1112 | 1141 | 613 | **6001** | **5109** |
|  |  | 5% | 7% | 14% | 19% | 37% | 40% | 25% | 22% | 19% | 12% |  |  |
| **Year 5** | | | | | | | | | | | | | |
|  |  | 271 | 302 | 843 | 877 | 2151 | 1974 | 1408 | 1061 | 1037 | 694 | **5710** | **4908** |
|  |  | 5% | 6% | 15% | 18% | 38% | 40% | 25% | 22% | 18% | 14% |  |  |
| **Year 6** | | | | | | | | | | | | | |
|  |  | 266 | 295 | 812 | 931 | 2188 | 1958 | 1469 | 1018 | 1038 | 647 | **5773** | **4849** |
|  |  | 5% | 6% | 14% | 19% | 38% | 40% | 25% | 21% | 18% | 13% |  |  |
| **Year 7** | | | | | | | | | | | | | |
|  |  | 353 | 547 | 1279 | 1563 | 3692 | 3278 | 2912 | 2530 | 2991 | 2008 | **11227** | **9926** |
|  |  | 3% | 6% | 11% | 16% | 33% | 33% | 26% | 25% | 27% | 20% |  |  |
| **Year 8** | | | | | | | | | | | | | |
|  |  | 423 | 586 | 1420 | 1491 | 3708 | 3312 | 3193 | 2589 | 3186 | 2316 | **11930** | **10294** |
|  |  | 4% | 6% | 12% | 14% | 31% | 32% | 27% | 25% | 27% | 22% |  |  |

### Appendix C

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **May 2013 vs Nov 2013 Reporting – ATSI Students: Numeracy** | | | | | | | | | | | | | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **No. of students at Well above expectation** | | **No of students at Above expectation** | | **No. of students at Expectation** | | **No of students at Below expectation** | | **No. of students at Well below expectation** | | **Totals** | |
|  |  | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 |
| **Kindergarten** | | | | | | | | | | | | | |
|  |  | 5 | 19 | 20 | 42 | 50 | 61 | 50 | 18 | 22 | 12 | **147** | **152** |
|  |  | 3% | 13% | 14% | 28% | 34% | 40% | 34% | 12% | 15% | 8% |  |  |
| **Year 1** | | | | | | | | | | | | | |
|  |  | 4 | 21 | 24 | 23 | 66 | 48 | 39 | 30 | 29 | 11 | **162** | **133** |
|  |  | 2% | 16% | 15% | 17% | 41% | 36% | 24% | 23% | 18% | 8% |  |  |
| **Year 2** | | | | | | | | | | | | | |
|  |  | 12 | 27 | 34 | 45 | 47 | 58 | 59 | 39 | 40 | 22 | **192** | **191** |
|  |  | 6% | 14% | 18% | 24% | 24% | 30% | 31% | 20% | 21% | 12% |  |  |
| **Year 3** | | | | | | | | | | | | | |
|  |  | 10 | 24 | 13 | 34 | 65 | 64 | 57 | 44 | 62 | 26 | **207** | **192** |
|  |  | 5% | 13% | 6% | 18% | 31% | 33% | 28% | 23% | 30% | 14% |  |  |
| **Year 4** | | | | | | | | | | | | | |
|  |  | 8 | 20 | 12 | 41 | 47 | 70 | 93 | 65 | 70 | 38 | **230** | **234** |
|  |  | 3% | 9% | 5% | 18% | 20% | 30% | 40% | 28% | 30% | 16% |  |  |
| **Year 5** | | | | | | | | | | | | | |
|  |  | 10 | 22 | 16 | 37 | 35 | 59 | 67 | 49 | 61 | 21 | **189** | **188** |
|  |  | 5% | 12% | 8% | 20% | 19% | 31% | 35% | 26% | 32% | 11% |  |  |
| **Year 6** | | | | | | | | | | | | | |
|  |  | 10 | 18 | 16 | 37 | 39 | 67 | 59 | 42 | 77 | 15 | **201** | **179** |
|  |  | 5% | 10% | 8% | 21% | 19% | 37% | 29% | 23% | 38% | 8% |  |  |
| **Year 7** | | | | | | | | | | | | | |
|  |  | 11 | 21 | 16 | 30 | 49 | 62 | 118 | 109 | 130 | 73 | **324** | **295** |
|  |  | 3% | 7% | 5% | 10% | 15% | 21% | 36% | 37% | 40% | 25% |  |  |
| **Year 8** | | | | | | | | | | | | | |
|  |  | 5 | 4 | 14 | 23 | 41 | 65 | 89 | 69 | 117 | 68 | **266** | **229** |
|  |  | 2% | 2% | 5% | 10% | 15% | 28% | 33% | 30% | 44% | 30% |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **May 2013 vs Nov 2013 Reporting – ATSI Students: Literacy** | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
|  |  | **No. of students at Well above expectation** | | **No of students at Above expectation** | | **No. of students at Expectation** | | **No of students at Below expectation** | | **No. of students at Well below expectation** | | **Totals** | |
|  |  | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 | May-13 | Nov-13 |
| **Kindergarten** | | | | | | | | | | | | | |
|  |  | 4 | 16 | 31 | 51 | 162 | 139 | 193 | 107 | 75 | 77 | **465** | **390** |
|  |  | 1% | 4% | 7% | 13% | 35% | 36% | 42% | 27% | 16% | 20% |  |  |
| **Year 1** | | | | | | | | | | | | | |
|  |  | 11 | 22 | 66 | 60 | 126 | 153 | 183 | 128 | 130 | 83 | **516** | **446** |
|  |  | 2% | 5% | 13% | 13% | 24% | 34% | 35% | 29% | 25% | 19% |  |  |
| **Year 2** | | | | | | | | | | | | | |
|  |  | 13 | 12 | 43 | 41 | 101 | 109 | 127 | 113 | 167 | 134 | **451** | **409** |
|  |  | 3% | 3% | 10% | 10% | 22% | 27% | 28% | 28% | 37% | 33% |  |  |
| **Year 3** | | | | | | | | | | | | | |
|  |  | 10 | 12 | 24 | 33 | 105 | 123 | 127 | 130 | 188 | 113 | **454** | **411** |
|  |  | 2% | 3% | 5% | 8% | 23% | 30% | 28% | 32% | 41% | 27% |  |  |
| **Year 4** | | | | | | | | | | | | | |
|  |  | 4 | 6 | 29 | 37 | 96 | 111 | 138 | 119 | 185 | 124 | **452** | **397** |
|  |  | 1% | 2% | 6% | 9% | 21% | 28% | 31% | 30% | 41% | 31% |  |  |
| **Year 5** | | | | | | | | | | | | | |
|  |  | 7 | 12 | 26 | 26 | 85 | 88 | 135 | 114 | 136 | 107 | **389** | **347** |
|  |  | 2% | 3% | 7% | 7% | 22% | 25% | 35% | 33% | 35% | 31% |  |  |
| **Year 6** | | | | | | | | | | | | | |
|  |  | 10 | 9 | 23 | 36 | 111 | 117 | 102 | 89 | 169 | 101 | **415** | **352** |
|  |  | 2% | 3% | 6% | 10% | 27% | 33% | 25% | 25% | 41% | 29% |  |  |
| **Year 7** | | | | | | | | | | | | | |
|  |  | 10 | 13 | 35 | 72 | 195 | 195 | 278 | 277 | 559 | 411 | **1077** | **968** |
|  |  | 1% | 1% | 3% | 7% | 18% | 20% | 26% | 29% | 52% | 42% |  |  |
| **Year 8** | | | | | | | | | | | | | |
|  |  | 7 | 14 | 35 | 50 | 197 | 202 | 245 | 230 | 438 | 306 | **922** | **802** |
|  |  | 1% | 2% | 4% | 6% | 21% | 25% | 27% | 29% | 48% | 38% |  |  |

### Appendix D

| **NAPLAN data for Continuing LNNP Schools** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Target Group / Measure | Data item | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Year 3 Reading | Mean scale score | 374.9 | 393.4 | 388.6 | 391.6 | 392.1 | 387.9 |
| Standard deviation | 84.6 | 84.3 | 82.5 | 86.3 | 85 | 81.6 |
| Number of students at NMS | 425 | 246 | 329 | 299 | 316 | 312 |
| Number of Indigenous students at NMS | 52 | 31 | 51 | 39 | 36 | 49 |
| Number of students below NMS | 190 | 152 | 178 | 181 | 139 | 146 |
| Number of Indigenous students below NMS | 20 | 20 | 25 | 33 | 15 | 25 |
| Number of students with scores | 2028 | 1908 | 1858 | 1872 | 1834 | 1805 |
| Number of Indigenous students with scores | 149 | 133 | 148 | 159 | 164 | 183 |
| Number of students absent | 16 | 54 | 34 | 55 | 47 | 49 |
| Number of Indigenous students absent | 4 | 8 | 2 | 8 | 10 | 11 |
| Number of students withdrawn | 2 | 17 | 19 | 26 | 23 | 16 |
| Number of Indigenous students withdrawn | 1 | 0 | 0 | 3 | 2 | 3 |
| Number of students exempted | 2 | 48 | 56 | 48 | 49 | 42 |
| Number of Indigenous students exempted | 1 | 4 | 10 | 10 | 3 | 4 |
| Year 5 Reading | Mean scale score | 464.2 | 476.8 | 464.8 | 467.5 | 467.6 | 480.6 |
| Standard deviation | 79.6 | 79.4 | 81.9 | 81 | 82.6 | 66.6 |
| Number of students at NMS | 355 | 336 | 420 | 280 | 259 | 302 |
| Number of Indigenous students at NMS | 36 | 37 | 44 | 37 | 22 | 49 |
| Number of students below NMS | 299 | 232 | 342 | 291 | 304 | 130 |
| Number of Indigenous students below NMS | 40 | 18 | 48 | 31 | 51 | 24 |
| Number of students with scores | 2095 | 1962 | 2020 | 1877 | 1809 | 1809 |
| Number of Indigenous students with scores | 144 | 129 | 155 | 131 | 153 | 179 |
| Number of students absent | 15 | 52 | 40 | 37 | 64 | 49 |
| Number of Indigenous students absent | 3 | 6 | 7 | 6 | 9 | 5 |
| Number of students withdrawn | 2 | 17 | 24 | 21 | 19 | 17 |
| Number of Indigenous students withdrawn | 1 | 0 | 3 | 1 | 2 | 2 |
| Number of students exempted | 1 | 46 | 51 | 32 | 33 | 63 |
| Number of Indigenous students exempted | 0 | 1 | 8 | 5 | 5 | 8 |
| Year 3 Numeracy | Mean scale score | 374.3 | 375.9 | 369.4 | 378.5 | 373.1 | 370.3 |
| Standard deviation | 72.7 | 77.1 | 74.1 | 69.1 | 75.9 | 66.7 |
| Number of students at NMS | 274 | 317 | 354 | 369 | 285 | 269 |
| Number of Indigenous students at NMS | 31 | 27 | 42 | 51 | 37 | 46 |
| Number of students below NMS | 155 | 227 | 187 | 138 | 186 | 149 |
| Number of Indigenous students below NMS | 28 | 34 | 33 | 29 | 28 | 25 |
| Number of students with scores | 2021 | 1904 | 1847 | 1876 | 1819 | 1791 |
| Number of Indigenous students with scores | 150 | 134 | 149 | 160 | 159 | 183 |
| Number of students absent | 23 | 61 | 45 | 55 | 66 | 64 |
| Number of Indigenous students absent | 3 | 7 | 1 | 8 | 15 | 10 |
| Number of students withdrawn | 0 | 14 | 18 | 22 | 23 | 15 |
| Number of Indigenous students withdrawn | 0 | 0 | 0 | 2 | 2 | 3 |
| Number of students exempted | 0 | 48 | 57 | 48 | 45 | 42 |
| Number of Indigenous students exempted | 0 | 4 | 10 | 10 | 3 | 5 |
| Year 5 Numeracy | Mean scale score | 455.6 | 470.8 | 467.0 | 470.5 | 466.2 | 460.9 |
| Standard deviation | 67.9 | 66.3 | 71.7 | 67.6 | 71.1 | 71.9 |
| Number of students at NMS | 537 | 390 | 418 | 306 | 324 | 408 |
| Number of Indigenous students at NMS | 55 | 42 | 63 | 42 | 34 | 55 |
| Number of students below NMS | 196 | 147 | 203 | 168 | 206 | 236 |
| Number of Indigenous students below NMS | 31 | 18 | 21 | 19 | 33 | 44 |
| Number of students with scores | 2082 | 1947 | 2013 | 1869 | 1791 | 1808 |
| Number of Indigenous students with scores | 144 | 124 | 154 | 131 | 154 | 178 |
| Number of students absent | 28 | 68 | 49 | 45 | 86 | 54 |
| Number of Indigenous students absent | 3 | 11 | 9 | 6 | 11 | 7 |
| Number of students withdrawn | 0 | 16 | 23 | 20 | 18 | 17 |
| Number of Indigenous students withdrawn | 0 | 0 | 3 | 1 | 1 | 2 |
| Number of students exempted | 0 | 46 | 50 | 33 | 30 | 59 |
| Number of Indigenous students exempted | 0 | 1 | 7 | 5 | 3 | 7 |
|  | *Note*. Consistent with national reporting, students in the lowest band and students exempt from participating in NAPLAN are counted as below the NMS (national minimum standard).Participation information (absent, withdrawn and exempt) was defined slightly differently in 2008. For consistency across time focus 2009-2013 participation data. | | | | | | |

### Appendix E

### NSW Teacher Survey

The total number of teachers surveyed across Government, Independent and Catholic schools was 4058.

| **Number of years in current school** | 0 to 5 | 2010 |
| --- | --- | --- |
| 6 to 10 | 1020 |
| 11 to 15 | 473 |
| 15+ | 554 |

| **Number of years teaching** | 0 to 5 | 982 |
| --- | --- | --- |
| 6 to 10 | 762 |
| 11 to 15 | 556 |
| 15+ | 1758 |

| **Year taught** | K | 339 |
| --- | --- | --- |
| 1 | 373 |
| 2 | 378 |
| 3 | 416 |
| 4 | 419 |
| 5 | 409 |
| 6 | 417 |
| 7 | 15 |
| 8 | 9 |

| **KLA taught in** | English | 757 |
| --- | --- | --- |
| Maths | 557 |
| Science | 406 |
| Creative and Performing Arts | 288 |
| PDHPE | 347 |
| LOTE | 94 |
| D&T | 386 |
| HSIE | 499 |

| **NSW Teacher Survey - Literacy** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Don’t know** |
| --- | --- | --- | --- | --- | --- |
| **1. I have a deeper understanding of the teaching of literacy skills.** | 934 | 1829 | 154 | 34 | 40 |
| 31.2% | 61.2% | 5.1% | 1.1% | 1.3% |
| **2. I am responsible for my students’ literacy skill development.** | 1474 | 1462 | 49 | 10 | 18 |
| 48.9% | 48.5% | 1.6% | 0.3% | 0.6% |
| **3. I hold high expectations that all of my students will succeed in literacy.** | 1429 | 1398 | 136 | 6 | 44 |
| 47.4% | 46.4% | 4.5% | 0.2% | 1.5% |
| **4. My school has increased its use of data from the Literacy Continuum K-10 to inform teaching and learning.** | 1212 | 1506 | 95 | 22 | 177 |
| 40.2% | 50.0% | 3.2% | 0.7% | 5.9% |
| **5. Whole-school strategies have improved student performance in literacy.** | 869 | 1553 | 153 | 19 | 418 |
| 28.9% | 51.6% | 5.1% | 0.6% | 13.9% |
| **6. Targeted approaches have improved student performance in literacy.** | 949 | 1614 | 99 | 15 | 335 |
| 31.5% | 53.6% | 3.3% | 0.5% | 11.1% |
| **7. My teaching of literacy contributes to the achievements of my school’s literacy targets.** | 1277 | 1589 | 44 | 8 | 94 |
| 42.4% | 52.8% | 1.5% | 0.3% | 3.1% |
| **8. The range of strategies to explicitly address students’ literacy needs in my teaching program has increased.** | 1161 | 1653 | 150 | 14 | 35 |
| 38.5% | 54.9% | 5.0% | 0.5% | 1.2% |
| **9. I teach the vocabulary and metalanguage of literacy.** | 1295 | 1569 | 98 | 9 | 41 |
| 43.0% | 52.1% | 3.3% | 0.3% | 1.4% |
| **10. I integrate the teaching of literacy across key learning areas.** | 1310 | 1552 | 76 | 11 | 62 |
| 43.5% | 51.5% | 2.5% | 0.4% | 2.1% |
| **11. I have increased my use of explicit criteria as a reference point for assessing student work in literacy.** | 927 | 1705 | 251 | 22 | 106 |
| 30.8% | 56.6% | 8.3% | 0.7% | 3.5% |
| **12. I give more explicit feedback to my students about what they are doing well and how to improve their literacy skills.** | 994 | 1723 | 225 | 20 | 51 |
| 33.0% | 57.2% | 7.5% | 0.7% | 1.7% |

### Appendix E

| **NSW Teacher Survey - Numeracy** | **Strongly agree** | **Agree** | **Disagree** | **Strongly disagree** | **Don’t know** |
| --- | --- | --- | --- | --- | --- |
| **1. I have a deeper understanding of the teaching of numeracy skills.** | 364 | 634 | 77 | 11 | 20 |
| 32.9% | 57.3% | 7.0% | 1.0% | 1.8% |
| **2. I am responsible for my students’ numeracy skill development.** | 556 | 508 | 27 | 5 | 9 |
| 50.3% | 46.0% | 2.4% | 0.5% | 0.8% |
| **3. I hold high expectations that all of my students will succeed in numeracy.** | 542 | 499 | 47 | 5 | 13 |
| 49.0% | 45.1% | 4.2% | 0.5% | 1.2% |
| **4. My school has increased its use of data from the Numeracy Continuum K-10 to inform teaching and learning.** | 428 | 558 | 31 | 11 | 75 |
| 38.8% | 50.6% | 2.8% | 1.0% | 6.8% |
| **5. Whole-school strategies have improved student performance in numeracy.** | 312 | 570 | 78 | 9 | 134 |
| 28.3% | 51.7% | 7.1% | 0.8% | 12.1% |
| **6. Targeted approaches have improved student performance in numeracy.** | 360 | 586 | 45 | 6 | 108 |
| 32.6% | 53.0% | 4.1% | 0.5% | 9.8% |
| **7. My teaching of numeracy contributes to the achievements of my school’s numeracy targets.** | 467 | 559 | 27 | 3 | 49 |
| 42.3% | 50.6% | 2.4% | 0.3% | 4.4% |
| **8. The range of strategies to explicitly address students’ numeracy needs in my teaching program has increased.** | 397 | 604 | 67 | 5 | 32 |
| 35.9% | 54.7% | 6.1% | 0.5% | 2.9% |
| **9. I teach the vocabulary and metalanguage of numeracy.** | 413 | 604 | 48 | 6 | 18 |
| 37.9% | 55.5% | 4.4% | 0.6% | 1.7% |
| **10. I integrate the teaching of numeracy across key learning areas.** | 318 | 683 | 68 | 6 | 27 |
| 28.9% | 62.0% | 6.2% | 0.5% | 2.5% |
| **11. I have increased my use of explicit criteria as a reference point for assessing student work in numeracy.** | 293 | 646 | 106 | 10 | 48 |
| 26.6% | 58.6% | 9.6% | 0.9% | 4.4% |
| **12. I give more explicit feedback to my students about what they are doing well and how to improve their numeracy skills.** | 371 | 609 | 73 | 9 | 15 |
| 34.4% | 56.5% | 6.8% | 0.8% | 1.4% |

### Appendix F

### NSW Student Survey

The total number of students surveyed across Government, Independent and Catholic schools was 17,268.

| **NSW Student Survey Participation Numbers – Numeracy** | |
| --- | --- |
| Year 3 | 699 |
| Year 4 | 773 |
| Year 5 | 563 |
| Year 6 | 513 |
| Year 7 | 1036 |
| Year 8 | 1020 |
| **Total Numeracy Students** | **4604** |

| **NSW Student Survey Participation Numbers – Literacy** | |
| --- | --- |
| Year 3 | 1538 |
| Year 4 | 1517 |
| Year 5 | 1389 |
| Year 6 | 1266 |
| Year 7 | 3250 |
| Year 8 | 3704 |
| **Total Literacy Students** | **12664** |

| **NUMERACY** | Year 3 | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 121 | 180 | 148 | 133 | 29 | 22 | 16 | 8 | 28 | 14 |
| 2. It is important to learn Maths. | 233 | 254 | 96 | 88 | 2 | 7 | 6 | 3 | 5 | 5 |
| 3. I have good Maths skills. | 100 | 134 | 138 | 164 | 38 | 27 | 13 | 6 | 53 | 26 |
| 4. I take more pride in learning as I get older. | 174 | 184 | 113 | 131 | 17 | 9 | 10 | 11 | 28 | 22 |
| 5. My teacher expects more of me in Maths as I get older. | 155 | 185 | 134 | 125 | 10 | 16 | 5 | 6 | 38 | 25 |
| 6. My teacher tells me what I am learning in Maths and why. | 171 | 170 | 123 | 136 | 14 | 19 | 5 | 2 | 29 | 30 |
| 7. The activities my teachers use in Maths help me learn. | 189 | 222 | 124 | 114 | 7 | 6 | 7 | 5 | 15 | 10 |
| 8. My teachers find new ways to help me understand Maths. | 176 | 205 | 129 | 122 | 14 | 10 | 7 | 5 | 17 | 15 |
| 9. I use my Maths skills in other subjects. | 117 | 139 | 157 | 147 | 23 | 35 | 17 | 11 | 28 | 25 |
| 10.  The work we do in Maths challenges me and makes me think. | 164 | 181 | 123 | 131 | 18 | 20 | 15 | 9 | 22 | 16 |
| 11.  My teacher tells me what I am doing well in Maths. | 158 | 177 | 139 | 140 | 11 | 17 | 7 | 8 | 27 | 15 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 172 | 204 | 127 | 123 | 15 | 9 | 7 | 7 | 21 | 14 |
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| **LITERACY** | Year 3 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 351 | 299 | 356 | 370 | 24 | 45 | 12 | 19 | 29 | 33 |
| 2. It is important to learn to read and to understand what you are reading. | 547 | 480 | 188 | 236 | 10 | 19 | 8 | 2 | 18 | 26 |
| 3. I have good reading skills. | 312 | 272 | 316 | 322 | 41 | 58 | 10 | 15 | 92 | 97 |
| 4. I take more pride in my learning as I get older. | 423 | 379 | 280 | 295 | 24 | 25 | 4 | 11 | 39 | 51 |
| 5. My teacher expects more of me in reading as I get older. | 420 | 403 | 240 | 265 | 29 | 28 | 11 | 15 | 72 | 50 |
| 6. My teacher tells me what I am learning in reading and why. | 350 | 302 | 318 | 340 | 28 | 48 | 12 | 6 | 61 | 64 |
| 7. The activities my teachers use in reading help me learn. | 436 | 404 | 273 | 272 | 17 | 26 | 10 | 17 | 33 | 44 |
| 8. My teachers find new ways to help me understand what I read. | 406 | 346 | 278 | 323 | 33 | 35 | 10 | 16 | 45 | 40 |
| 9. I use my reading skills in all subjects. | 340 | 317 | 312 | 291 | 48 | 82 | 10 | 16 | 61 | 57 |
| 10.  The work we do in reading challenges me and makes me think. | 355 | 329 | 309 | 305 | 36 | 50 | 25 | 26 | 44 | 48 |
| 11.  My teacher tells me what I am doing well in reading. | 373 | 357 | 288 | 304 | 33 | 44 | 14 | 16 | 59 | 42 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 404 | 386 | 264 | 264 | 43 | 44 | 23 | 14 | 36 | 49 |

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| **Numeracy** | Year 4 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 148 | 189 | 172 | 156 | 22 | 27 | 11 | 23 | 14 | 11 |
| 2. It is important to learn Maths. | 285 | 279 | 78 | 111 | 1 | 4 | 0 | 7 | 2 | 4 |
| 3. I have good Maths skills. | 88 | 128 | 183 | 191 | 46 | 38 | 7 | 10 | 46 | 33 |
| 4. I take more pride in learning as I get older. | 208 | 186 | 125 | 170 | 13 | 15 | 1 | 7 | 19 | 27 |
| 5. My teacher expects more of me in Maths as I get older. | 200 | 202 | 105 | 142 | 13 | 18 | 16 | 19 | 33 | 24 |
| 6. My teacher tells me what I am learning in Maths and why. | 171 | 193 | 163 | 165 | 14 | 12 | 1 | 9 | 13 | 28 |
| 7. The activities my teachers use in Maths help me learn. | 218 | 218 | 122 | 139 | 7 | 12 | 12 | 23 | 7 | 13 |
| 8. My teachers find new ways to help me understand Maths. | 219 | 216 | 123 | 148 | 6 | 18 | 4 | 5 | 13 | 17 |
| 9. I use my Maths skills in other subjects. | 125 | 166 | 183 | 169 | 30 | 26 | 9 | 7 | 21 | 34 |
| 10.  The work we do in Maths challenges me and makes me think. | 178 | 192 | 161 | 168 | 11 | 20 | 4 | 11 | 12 | 14 |
| 11.  My teacher tells me what I am doing well in Maths. | 174 | 181 | 159 | 157 | 15 | 27 | 2 | 11 | 16 | 18 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 151 | 174 | 108 | 114 | 8 | 24 | 7 | 12 | 22 | 12 |

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| **Literacy** | Year 4 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 326 | 230 | 371 | 411 | 28 | 62 | 4 | 25 | 20 | 40 |
| 2. It is important to learn to read and to understand what you are reading. | 516 | 474 | 210 | 261 | 6 | 18 | 1 | 1 | 10 | 14 |
| 3. I have good reading skills. | 206 | 205 | 410 | 385 | 47 | 92 | 8 | 16 | 77 | 67 |
| 4. I take more pride in my learning as I get older. | 384 | 343 | 311 | 310 | 15 | 39 | 7 | 12 | 30 | 62 |
| 5. My teacher expects more of me in reading as I get older. | 376 | 371 | 258 | 296 | 23 | 32 | 9 | 9 | 80 | 56 |
| 6. My teacher tells me what I am learning in reading and why. | 292 | 257 | 350 | 389 | 46 | 53 | 6 | 16 | 56 | 52 |
| 7. The activities my teachers use in reading help me learn. | 423 | 385 | 274 | 317 | 16 | 37 | 4 | 9 | 32 | 19 |
| 8. My teachers find new ways to help me understand what I read. | 381 | 307 | 308 | 362 | 22 | 53 | 5 | 15 | 32 | 31 |
| 9. I use my reading skills in all subjects. | 349 | 288 | 285 | 333 | 66 | 79 | 8 | 14 | 40 | 51 |
| 10.  The work we do in reading challenges me and makes me think. | 328 | 302 | 328 | 327 | 38 | 75 | 17 | 19 | 34 | 42 |
| 11.  My teacher tells me what I am doing well in reading. | 306 | 269 | 336 | 367 | 41 | 64 | 6 | 19 | 61 | 45 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 355 | 340 | 311 | 301 | 41 | 66 | 12 | 35 | 30 | 24 |

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| **Numeracy** | Year 5 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 79 | 99 | 174 | 121 | 24 | 29 | 2 | 9 | 21 | 14 |
| 2. It is important to learn Maths. | 205 | 182 | 79 | 80 | 2 | 4 | 5 | 2 | 1 | 3 |
| 3. I have good Maths skills. | 38 | 60 | 137 | 141 | 52 | 29 | 14 | 15 | 49 | 27 |
| 4. I take more pride in learning as I get older. | 133 | 100 | 132 | 141 | 6 | 15 | 3 | 4 | 13 | 14 |
| 5. My teacher expects more of me in Maths as I get older. | 115 | 128 | 120 | 110 | 19 | 14 | 4 | 3 | 29 | 19 |
| 6. My teacher tells me what I am learning in Maths and why. | 117 | 121 | 132 | 132 | 20 | 11 | 4 | 5 | 12 | 7 |
| 7. The activities my teachers use in Maths help me learn. | 166 | 137 | 101 | 128 | 10 | 7 | 5 | 3 | 5 | 6 |
| 8. My teachers find new ways to help me understand Maths. | 149 | 130 | 105 | 123 | 13 | 8 | 6 | 7 | 13 | 7 |
| 9. I use my Maths skills in other subjects. | 88 | 87 | 149 | 127 | 21 | 30 | 9 | 5 | 22 | 28 |
| 10.  The work we do in Maths challenges me and makes me think. | 130 | 127 | 122 | 126 | 17 | 15 | 5 | 4 | 12 | 9 |
| 11.  My teacher tells me what I am doing well in Maths. | 106 | 113 | 121 | 120 | 29 | 21 | 4 | 7 | 27 | 16 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 114 | 125 | 111 | 116 | 29 | 20 | 13 | 6 | 19 | 11 |

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| **Literacy** | Year 5 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 283 | 209 | 356 | 362 | 34 | 74 | 6 | 18 | 23 | 24 |
| 2. It is important to learn to read and to understand what you are reading. | 483 | 401 | 201 | 255 | 6 | 15 | 2 | 5 | 10 | 10 |
| 3. I have good reading skills. | 193 | 165 | 357 | 360 | 64 | 81 | 10 | 21 | 75 | 55 |
| 4. I take more pride in my learning as I get older. | 334 | 245 | 297 | 357 | 20 | 44 | 5 | 6 | 47 | 35 |
| 5. My teacher expects more of me in reading as I get older. | 332 | 292 | 272 | 296 | 24 | 38 | 3 | 6 | 68 | 56 |
| 6. My teacher tells me what I am learning in reading and why. | 239 | 219 | 359 | 355 | 32 | 47 | 6 | 11 | 64 | 55 |
| 7. The activities my teachers use in reading help me learn. | 340 | 298 | 300 | 300 | 29 | 49 | 3 | 14 | 29 | 26 |
| 8. My teachers find new ways to help me understand what I read. | 300 | 255 | 305 | 311 | 48 | 62 | 10 | 16 | 37 | 42 |
| 9. I use my reading skills in all subjects. | 313 | 251 | 298 | 289 | 52 | 106 | 4 | 11 | 34 | 30 |
| 10.  The work we do in reading challenges me and makes me think. | 290 | 231 | 314 | 368 | 50 | 42 | 12 | 16 | 33 | 27 |
| 11.  My teacher tells me what I am doing well in reading. | 252 | 233 | 339 | 333 | 53 | 65 | 10 | 21 | 44 | 33 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 295 | 289 | 275 | 283 | 72 | 56 | 7 | 21 | 51 | 35 |

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| **Numeracy** | Year 6 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 72 | 85 | 140 | 100 | 43 | 16 | 14 | 12 | 6 | 9 |
| 2. It is important to learn Maths. | 185 | 146 | 86 | 67 | 1 | 4 | 2 | 4 | 1 | 2 |
| 3. I have good Maths skills. | 33 | 57 | 153 | 104 | 34 | 25 | 12 | 5 | 39 | 30 |
| 4. I take more pride in learning as I get older. | 104 | 95 | 134 | 95 | 14 | 12 | 3 | 4 | 18 | 16 |
| 5. My teacher expects more of me in Maths as I get older. | 113 | 105 | 121 | 94 | 8 | 11 | 1 | 3 | 30 | 13 |
| 6. My teacher tells me what I am learning in Maths and why. | 114 | 96 | 126 | 99 | 10 | 15 | 6 | 3 | 14 | 11 |
| 7. The activities my teachers use in Maths help me learn. | 127 | 104 | 105 | 104 | 17 | 12 | 3 | 5 | 12 | 8 |
| 8. My teachers find new ways to help me understand Maths. | 123 | 113 | 121 | 93 | 18 | 7 | 2 | 3 | 10 | 11 |
| 9. I use my Maths skills in other subjects. | 77 | 89 | 146 | 96 | 26 | 22 | 5 | 8 | 19 | 11 |
| 10.  The work we do in Maths challenges me and makes me think. | 120 | 98 | 132 | 107 | 10 | 12 | 2 | 4 | 9 | 4 |
| 11.  My teacher tells me what I am doing well in Maths. | 111 | 86 | 121 | 112 | 28 | 17 | 4 | 6 | 20 | 10 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 119 | 89 | 123 | 103 | 20 | 14 | 8 | 12 | 11 | 14 |

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| **Literacy** | Year 6 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 227 | 162 | 326 | 320 | 54 | 82 | 17 | 27 | 28 | 22 |
| 2. It is important to learn to read and to understand what you are reading. | 423 | 356 | 213 | 235 | 7 | 7 | 1 | 3 | 11 | 10 |
| 3. I have good reading skills. | 161 | 154 | 360 | 331 | 52 | 68 | 14 | 18 | 66 | 40 |
| 4. I take more pride in my learning as I get older. | 282 | 217 | 298 | 313 | 27 | 33 | 8 | 6 | 35 | 46 |
| 5. My teacher expects more of me in reading as I get older. | 272 | 246 | 265 | 279 | 28 | 27 | 7 | 11 | 77 | 50 |
| 6. My teacher tells me what I am learning in reading and why. | 222 | 195 | 312 | 296 | 67 | 56 | 5 | 10 | 45 | 56 |
| 7. The activities my teachers use in reading help me learn. | 273 | 212 | 284 | 297 | 54 | 59 | 10 | 10 | 27 | 36 |
| 8. My teachers find new ways to help me understand what I read. | 250 | 194 | 284 | 312 | 67 | 58 | 9 | 13 | 41 | 36 |
| 9. I use my reading skills in all subjects. | 280 | 240 | 295 | 262 | 41 | 69 | 12 | 16 | 24 | 23 |
| 10.  The work we do in reading challenges me and makes me think. | 227 | 178 | 318 | 308 | 61 | 65 | 17 | 17 | 24 | 43 |
| 11.  My teacher tells me what I am doing well in reading. | 232 | 175 | 277 | 307 | 80 | 74 | 16 | 20 | 44 | 36 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 252 | 221 | 257 | 270 | 86 | 80 | 20 | 16 | 34 | 28 |

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| **Numeracy** | Year 7 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 75 | 89 | 228 | 210 | 126 | 114 | 73 | 50 | 38 | 29 |
| 2. It is important to learn Maths. | 248 | 274 | 241 | 178 | 27 | 20 | 6 | 16 | 16 | 7 |
| 3. I have good Maths skills. | 63 | 81 | 236 | 265 | 119 | 84 | 34 | 23 | 87 | 43 |
| 4. I take more pride in learning as I get older. | 119 | 131 | 287 | 257 | 57 | 51 | 15 | 19 | 62 | 37 |
| 5. My teacher expects more of me in Maths as I get older. | 169 | 167 | 272 | 238 | 23 | 22 | 7 | 20 | 71 | 44 |
| 6. My teacher tells me what I am learning in Maths and why. | 148 | 159 | 270 | 231 | 64 | 52 | 31 | 28 | 29 | 23 |
| 7. The activities my teachers use in Maths help me learn. | 169 | 153 | 249 | 229 | 60 | 49 | 27 | 34 | 37 | 28 |
| 8. My teachers find new ways to help me understand Maths. | 159 | 150 | 250 | 219 | 68 | 59 | 33 | 36 | 33 | 29 |
| 9. I use my Maths skills in other subjects. | 123 | 118 | 279 | 245 | 84 | 72 | 17 | 42 | 41 | 17 |
| 10.  The work we do in Maths challenges me and makes me think. | 167 | 149 | 270 | 244 | 49 | 52 | 19 | 25 | 38 | 23 |
| 11.  My teacher tells me what I am doing well in Maths. | 118 | 116 | 249 | 232 | 90 | 75 | 38 | 41 | 45 | 30 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 128 | 132 | 237 | 229 | 91 | 75 | 43 | 40 | 41 | 19 |

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| **Literacy** | Year 7 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 365 | 263 | 778 | 838 | 225 | 327 | 85 | 147 | 106 | 116 |
| 2. It is important to learn to read and to understand what you are reading. | 788 | 753 | 692 | 806 | 28 | 55 | 10 | 28 | 39 | 48 |
| 3. I have good reading skills. | 335 | 362 | 807 | 874 | 183 | 228 | 49 | 59 | 184 | 168 |
| 4. I take more pride in my learning as I get older. | 466 | 468 | 795 | 876 | 115 | 171 | 30 | 46 | 150 | 128 |
| 5. My teacher expects more of me in reading as I get older. | 492 | 534 | 705 | 814 | 107 | 99 | 31 | 35 | 224 | 209 |
| 6. My teacher tells me what I am learning in reading and why. | 359 | 359 | 779 | 864 | 219 | 247 | 51 | 76 | 151 | 143 |
| 7. The activities my teachers use in reading help me learn. | 391 | 381 | 800 | 898 | 190 | 221 | 54 | 65 | 123 | 125 |
| 8. My teachers find new ways to help me understand what I read. | 375 | 353 | 745 | 864 | 261 | 275 | 62 | 70 | 116 | 128 |
| 9. I use my reading skills in all subjects. | 572 | 558 | 716 | 763 | 167 | 231 | 27 | 67 | 77 | 68 |
| 10.  The work we do in reading challenges me and makes me think. | 312 | 326 | 823 | 879 | 257 | 291 | 46 | 77 | 119 | 116 |
| 11.  My teacher tells me what I am doing well in reading. | 316 | 335 | 673 | 801 | 319 | 314 | 103 | 99 | 146 | 140 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 346 | 393 | 668 | 748 | 322 | 290 | 115 | 125 | 108 | 133 |

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| **Numeracy** | Year 8 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy doing Maths. | 62 | 95 | 198 | 234 | 142 | 107 | 76 | 59 | 23 | 22 |
| 2.It is important to learn Maths. | 230 | 271 | 235 | 218 | 15 | 22 | 14 | 4 | 6 | 3 |
| 3. I have good Maths skills. | 48 | 71 | 207 | 262 | 157 | 119 | 48 | 30 | 42 | 34 |
| 4. I take more pride in learning as I get older. | 111 | 128 | 273 | 286 | 61 | 57 | 22 | 15 | 35 | 29 |
| 5. My teacher expects more of me in Maths as I get older. | 130 | 166 | 292 | 282 | 35 | 23 | 14 | 15 | 33 | 29 |
| 6.y teacher tells me what I am learning in Maths and why. | 113 | 143 | 253 | 266 | 86 | 64 | 31 | 34 | 20 | 9 |
| 7. The activities my teachers use in Maths help me learn. | 123 | 127 | 244 | 271 | 81 | 71 | 31 | 34 | 23 | 14 |
| 8. My teachers find new ways to help me understand Maths. | 127 | 145 | 213 | 246 | 116 | 79 | 27 | 31 | 20 | 14 |
| 9. I use my Maths skills in other subjects. | 94 | 111 | 248 | 260 | 108 | 107 | 28 | 25 | 25 | 14 |
| 10.  The work we do in Maths challenges me and makes me think. | 151 | 147 | 268 | 292 | 47 | 46 | 17 | 17 | 18 | 14 |
| 11.  My teacher tells me what I am doing well in Maths. | 98 | 127 | 203 | 241 | 133 | 90 | 44 | 34 | 24 | 23 |
| 12.  My teacher tells me what I need to do to improve my Maths skills. | 109 | 141 | 221 | 246 | 126 | 75 | 31 | 34 | 15 | 20 |

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| **Literacy** | Year 8 | | | | | | | | | |
| **Strongly Agree** | | **Agree** | | **Disagree** | | **Strongly Disagree** | | **Don't Know** | |
| **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** | **Girls** | **Boys** |
| 1. I enjoy reading. | 450 | 273 | 817 | 853 | 324 | 461 | 159 | 215 | 78 | 74 |
| 2. It is important to learn to read and to understand what you are reading. | 793 | 704 | 914 | 1036 | 59 | 81 | 26 | 22 | 36 | 32 |
| 3. I have good reading skills. | 370 | 362 | 963 | 994 | 275 | 319 | 77 | 89 | 142 | 112 |
| 4. I take more pride in my learning as I get older. | 419 | 434 | 1045 | 1058 | 183 | 222 | 52 | 56 | 127 | 105 |
| 5. My teacher expects more of me in reading as I get older. | 470 | 536 | 965 | 988 | 180 | 153 | 29 | 41 | 181 | 156 |
| 6. My teacher tells me what I am learning in reading and why. | 361 | 361 | 939 | 982 | 294 | 318 | 83 | 96 | 150 | 116 |
| 7. The activities my teachers use in reading help me learn. | 349 | 346 | 940 | 1006 | 318 | 306 | 81 | 100 | 139 | 116 |
| 8. My teachers find new ways to help me understand what I read. | 335 | 347 | 910 | 952 | 363 | 368 | 99 | 90 | 118 | 119 |
| 9. I use my reading skills in all subjects. | 582 | 548 | 860 | 867 | 240 | 311 | 68 | 81 | 77 | 68 |
| 10.  The work we do in reading challenges me and makes me think. | 316 | 307 | 938 | 996 | 355 | 381 | 86 | 98 | 132 | 94 |
| 11.  My teacher tells me what I am doing well in reading. | 258 | 296 | 754 | 887 | 495 | 433 | 152 | 146 | 168 | 113 |
| 12.  My teacher tells me what I need to do to improve my reading skills. | 296 | 370 | 789 | 843 | 454 | 418 | 152 | 140 | 137 | 105 |