

Improving Literacy and Numeracy National Partnership

New South Wales

Final Report

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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.

1. 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.

2. 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)

3. 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*, *SILLOAM (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 ILNPP 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 ILNPP, 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.

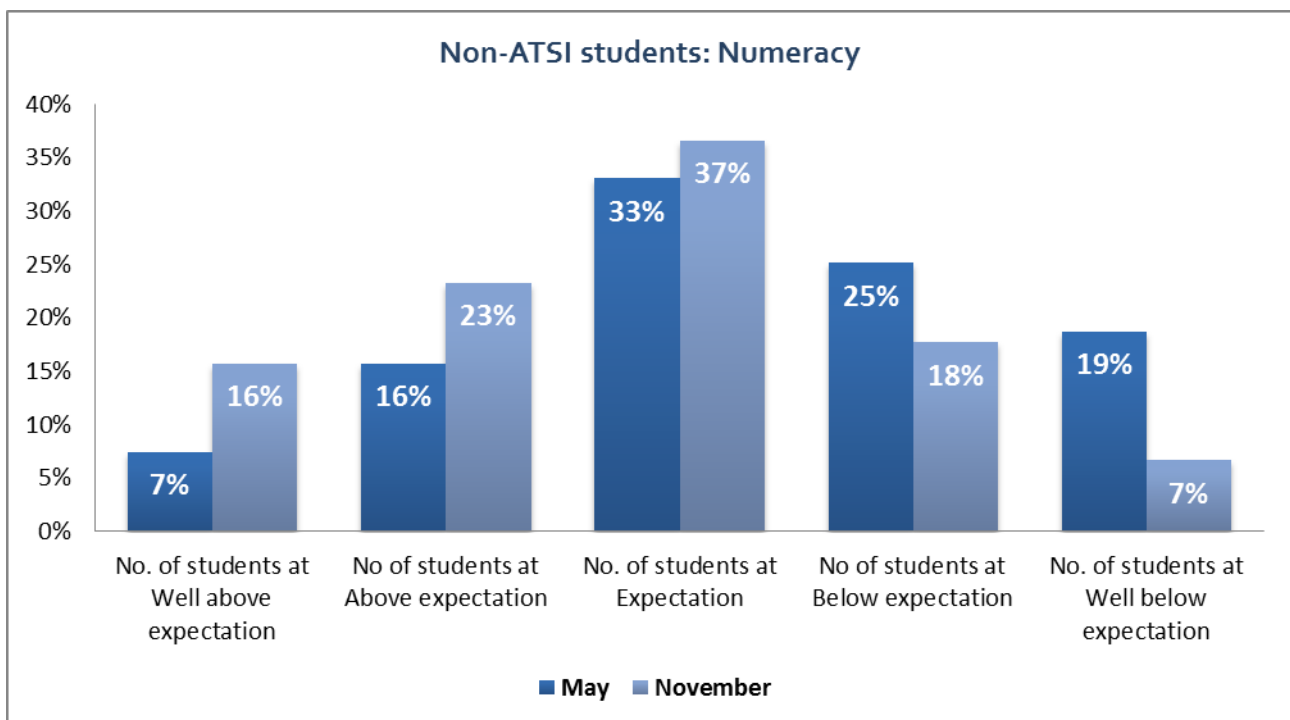
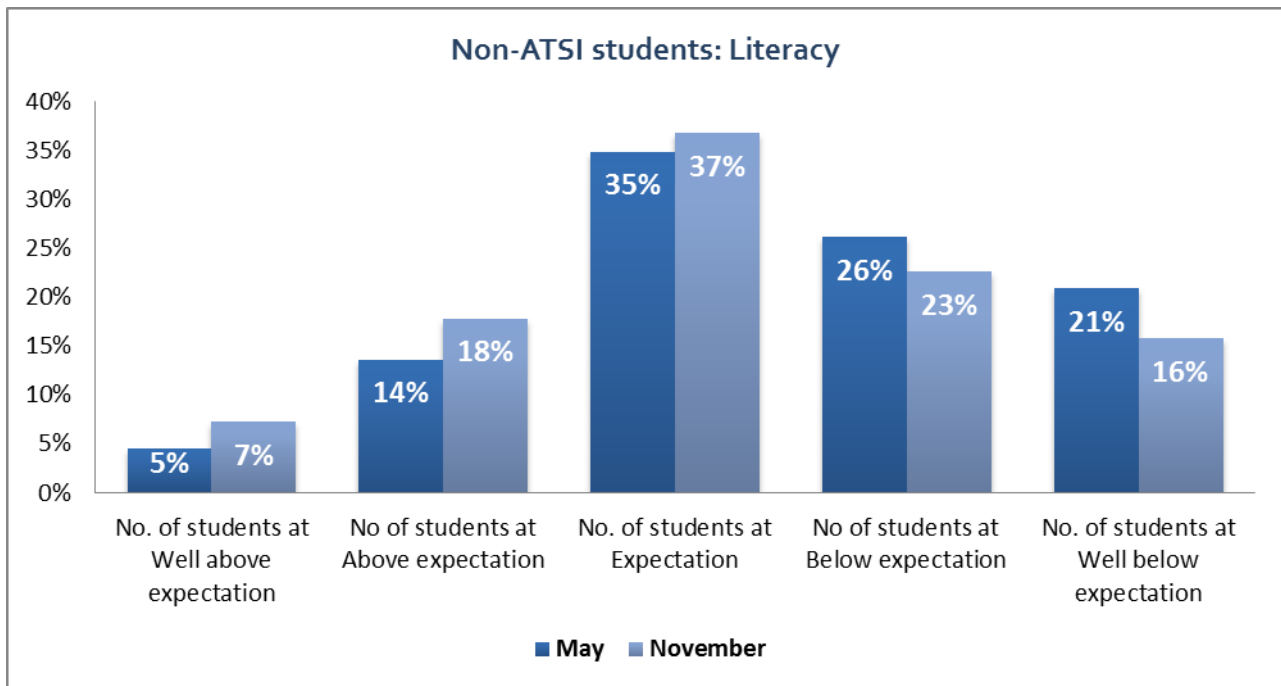
Complete results of the teacher evaluation from May and November of non-ATSI students can be found at Appendix B, with ATSI student results located at Appendix C.

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

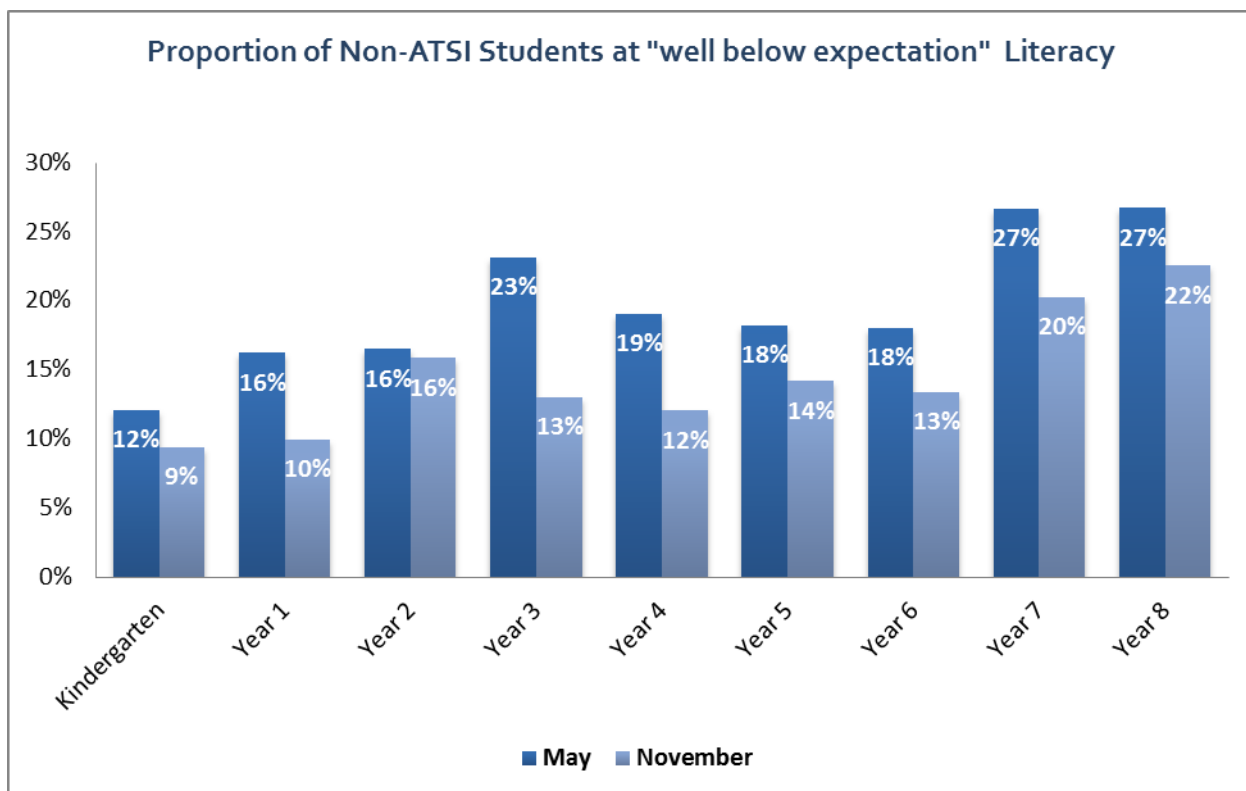
Non-Aboriginal and Torres Strait Islander students

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

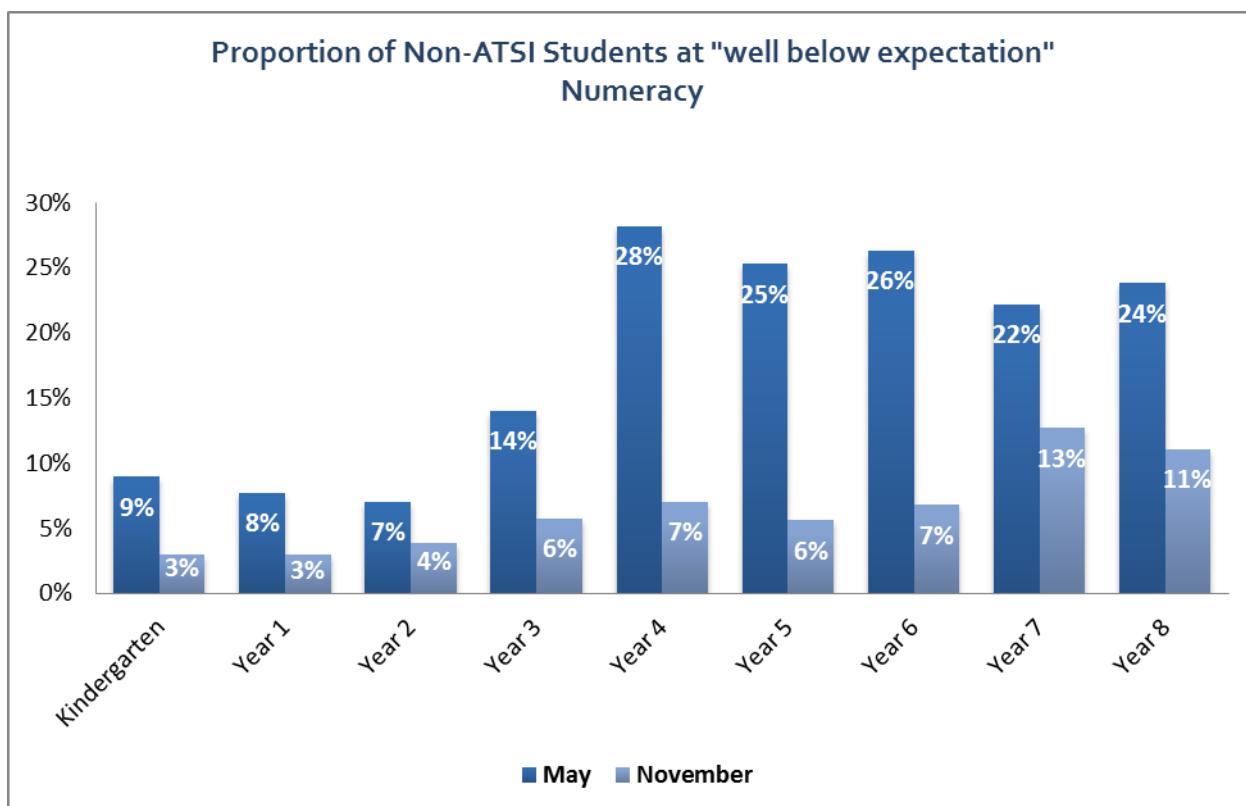
category of the five-point scale.



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



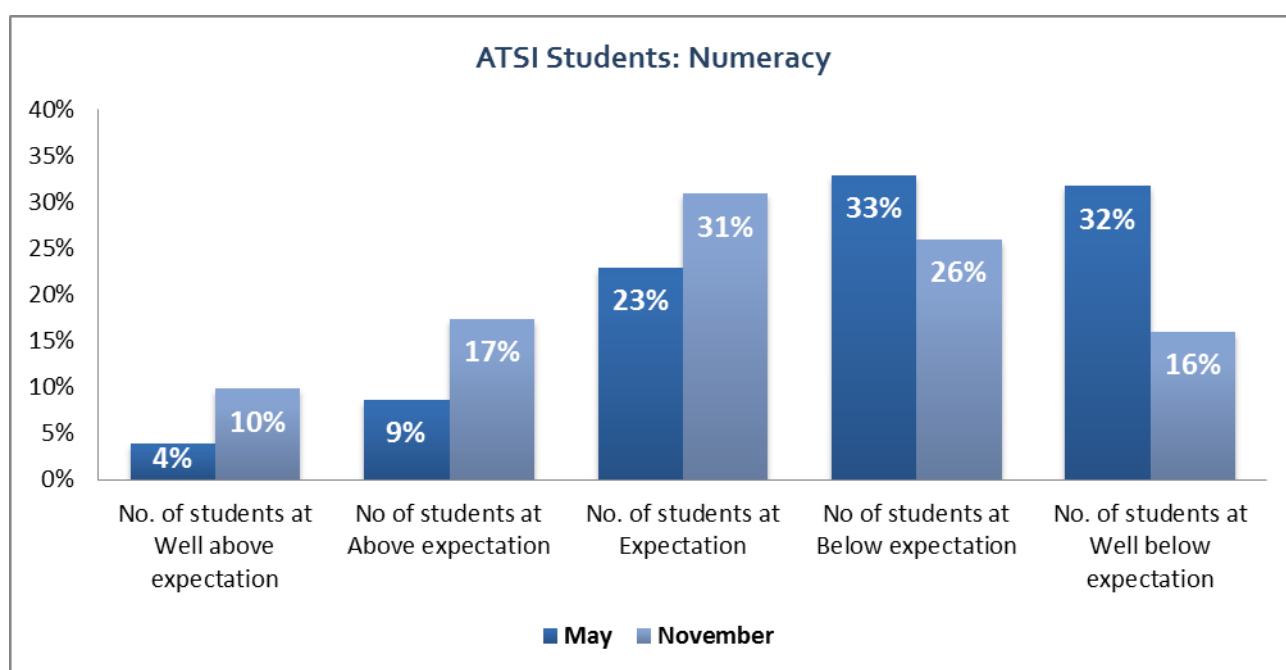
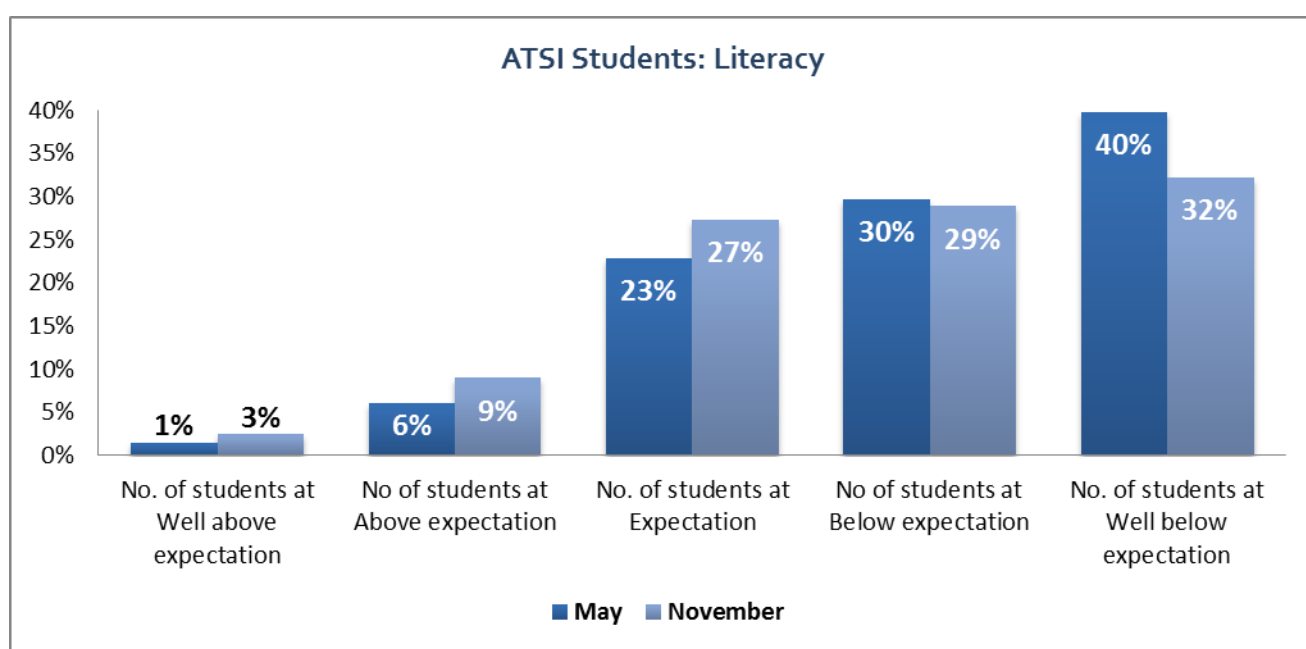
There has also been a significant decrease in the numbers of non-ATSI students assessed according to teacher judgement as "well below expectation" in numeracy.



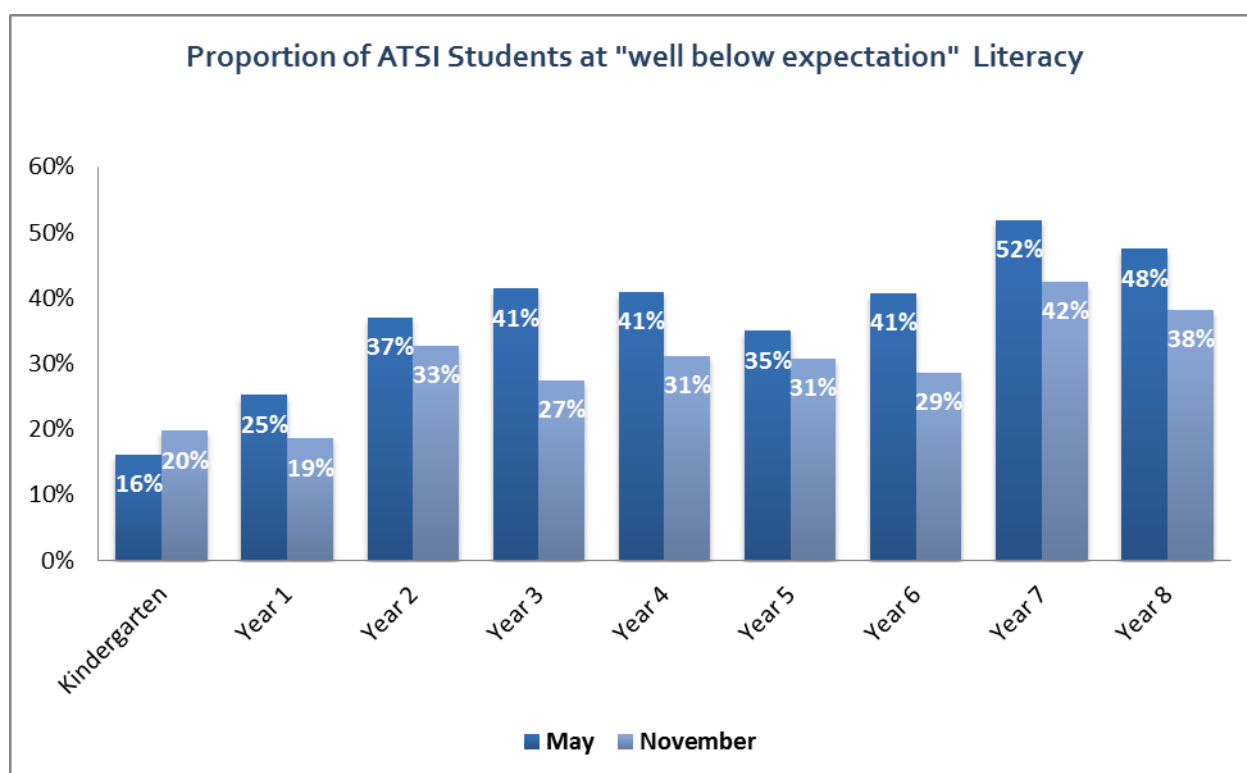
Local Measure (ii) Local school level data demonstrating change in literacy and / or numeracy performance for the target student group

Aboriginal and Torres Strait Islander students

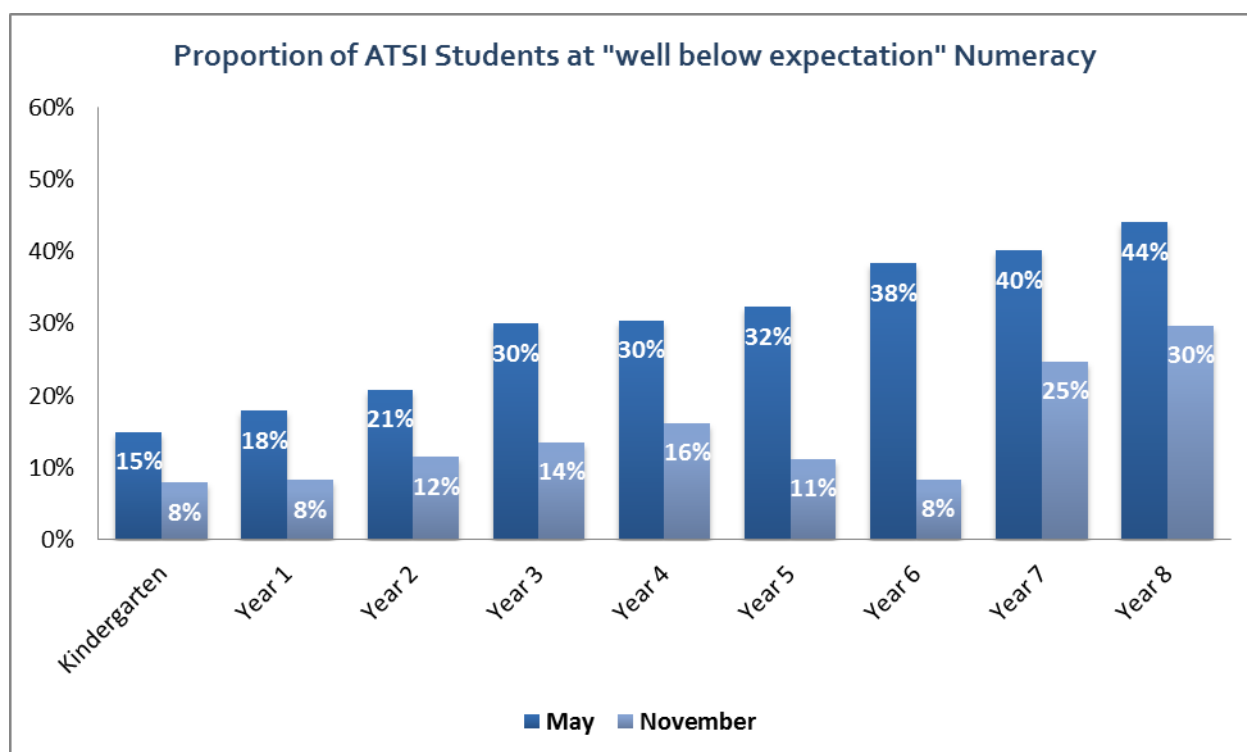
These charts aggregate all NSW ATSI students that were assessed across Government, Independent and Catholic schools; and across all participating school years (Years K – 8). The raw student numbers are presented as the proportion of total students, according to teacher judgement, that are located within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



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 undertaken 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 learning, 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 ILNPP.

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 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

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

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 Wilcannia-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 been 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

1. 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.

2. Barriers or challenges to sustaining improvements

In NSW Government schools a high proportion of additional casual and temporary staff employed through ILNPP program funds will not be retained following the cessation of the ILNPP 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 ILNPP 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 through 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.

3. 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 be 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)	MCEETYA 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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
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

DEEWR ID	School Name	Sector (G,C,I)	MCECTYA 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
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

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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

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
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

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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	DEC	2.1.1	Yr 7	Hope St	SP	31.9	75.7	13.0	188	28

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	Education-Bathurst										
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

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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

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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

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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

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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

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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

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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

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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

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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	Matrville Public School	DEC	1.1	Yr 3,5	310 Bunnerong Rd	SP	24.0	50.0	0.0	23	2
7570	Matrville 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

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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

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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

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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

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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

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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	DEC	2.2.2	Yr 3,5	Lane St	SP	11.3	0.0	0.0	7	0

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	Campus										
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

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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

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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 & Jagers 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

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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

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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

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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

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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

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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	CEC	1.1	Yr 3, 5	10 Kerrinea Street	DN	10.7	0.0	0.0	22	0

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	School										
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

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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	LSSES2009	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

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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

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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

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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

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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

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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

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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

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1846	St Mary's Primary School	CEC	2.2.1	Yr 3, 5	Selwyn Street	LSSES2009	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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
1958	St Pius X Primary School	CEC	1.2	Yr 3, 5	12 Lake Road	LSSES2009	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

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
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

DEEWR ID	School Name	Sector (G,C,I)	MCEETYA 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
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%		

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%		

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%		

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

NAPLAN data for Continuing LNNP Schools							
	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
	<i>Note.</i> 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%

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%

NSW Teacher Survey - Numeracy	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
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

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

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

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

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

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

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

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

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

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

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. My 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

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